



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

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

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

February 17, 2015

**Revised**

Tim O. Mains, Superintendent  
Jamestown City School District  
197 Martin Road  
Jamestown, NY 14701

Dear Superintendent Mains:

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

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

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

Thank you again for your hard work.

Sincerely,

Elizabeth R. Berlin  
Acting Commissioner

Attachment

c: Dr. David O'Rourke

**NOTE:**

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

# Annual Professional Performance Reviews

Created Tuesday, April 30, 2013

Updated Tuesday, January 06, 2015

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## 1

### Disclaimers

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

The Department will not review any attachments other than those required in the online form. Any additional attachments supplied by the school district or BOCES are for informational purposes only for the teachers and principals reviewed under this APPR plan. Statements and/or materials in such additional attachments have not been approved and/or endorsed by the Department. However, the Department considers void any other signed agreements between and among parties in any form that prevent, conflict, or interfere with full implementation of the APPR Plan approved by the Department. The Department also reserves the right to request further information from the school district or BOCES, as necessary, as part of its review.

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

### 1. SCHOOL DISTRICT INFORMATION

#### 1.1) School District's BEDS Number : 061700010000

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

061700010000

#### 1.2) School District Name: JAMESTOWN CITY SD

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

Jamestown City School District

#### 1.3) Assurances

Please check all of the boxes below:

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

#### 1.4) Submission Status

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

Submission of material changes to an approved APPR plan

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

Created Tuesday, April 30, 2013

Updated Tuesday, January 20, 2015

### Page 1

#### STATE-PROVIDED MEASURES OF STUDENT GROWTH (25 points with an approved value-added measure)

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

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

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

#### 2.1) Assurances

Please check the boxes below:

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

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

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

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

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

If no State assessment or Regents exam exists:

District-determined assessments from list of State-approved 3<sup>rd</sup> party assessments; or  
District, regional or BOCES-developed assessments provided that it is rigorous and comparable across classrooms

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

State assessments, required if one exists

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

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

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

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

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

## 2.2) Grades K-3 ELA

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

	ELA	Assessment
K	School-or BOCES-wide, group or team results based on State assessments	NYS State Assessments in ELA Grades 3-4
1	School-or BOCES-wide, group or team results based on State assessments	NYS State Assessments in ELA Grades 3-4
2	School-or BOCES-wide, group or team results based on State assessments	NYS State Assessments in ELA Grades 3-4

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	See Appendix 2.11
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	See Appendix 2.11
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See Appendix 2.11

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See Appendix 2.11
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See Appendix 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. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

	Math	Assessment
K	School-or BOCES-wide, group or team results based on State assessments	NYS State Assessments in Math Grades 3-4
1	School-or BOCES-wide, group or team results based on State assessments	NYS State Assessments in Math Grades 3-4
2	School-or BOCES-wide, group or team results based on State assessments	NYS State Assessments in Math Grades 3-4

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	See Appendix 2.11
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	See Appendix 2.11
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See Appendix 2.11
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See Appendix 2.11
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See Appendix 2.11

### 2.4) Grades 6-8 Science

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

	Science	Assessment
6	Not applicable	Not applicable

7	School- or BOCES-wide, group or team results based on State assessments	8th Grade State Science Assessment
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	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	See Appendix 2.11
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	See Appendix 2.11
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See Appendix 2.11
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See Appendix 2.11
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See Appendix 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	Not applicable	Not applicable
7	School- or BOCES-wide, group or team results based on State assessments	NYS Assessment in ELA Grade 7
8	School- or BOCES-wide, group or team results based on State assessments	NYS Assessment in ELA Grade 8

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	See Appendix 2.11
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See Appendix 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	See Appendix 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	See Appendix 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See Appendix 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	School-/BOCES-wide group/team results based on State assessments	NYS Global History Regents Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	See Appendix 2.11
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See Appendix 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	See Appendix 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	See Appendix 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See Appendix 2.11

## 2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	See Appendix 2.11
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Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See Appendix 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	See Appendix 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	See Appendix 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See Appendix 2.11

## 2.8) High School Math Regents Courses

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

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	See Appendix 2.11  All students enrolled in Algebra 1 in the 2014-15 school year and thereafter will take the NYS Regents Assessment in Algebra (Common Core). The scores recorded on this examination will be applied to the SLO scoring process.  All students enrolled in a Geometry course ending January 2015 will take the Regents Assessment in Geometry (2005 Standards). The scores recorded on this examination will be applied to the SLO scoring process.  All students enrolled in a Geometry course ending June 2015 and thereafter will take the Regents assessment in Geometry (Common Core). The district will also allow eligible students the option of the Regents assessment in Geometry (2005 Standards) addition to the Regents assessment in Geometry (Common Core). For students who take both assessments, teachers will apply the higher of each student's assessment scores in the SLO scoring process.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See Appendix 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	See Appendix 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	See Appendix 2.11

Ineffective (0 - 2 points) Results are well-below District goals for similar students. See Appendix 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	School-/BOCES-wide group/team results based on State assessments	NYS Comprehensive/Common Core English Language Arts Regents Assessment
Grade 10 ELA	School-/BOCES-wide group/team results based on State assessments	NYS Comprehensive/Common Core English Language Arts Regents Assessment
Grade 11 ELA	Regents assessment	NYS Comprehensive/Common Core English Language Arts Regents Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	See Appendix 2.11  All students enrolled in a Grade 11 ELA course during the 2014-15 school year will take the NYS Comprehensive ELA Regents Assessment. The scores recorded on this examination will be applied to the SLO scoring process for the 2014-15 school year.  All students enrolled in a Grade 11 ELA course ending January 2016 and thereafter will take the NYS Regents Assessment in ELA (Common Core). The scores recorded on this assessment will be applied to the SLO scoring process for the 2015-16 school year and thereafter.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See Appendix 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	See Appendix 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	See Appendix 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See Appendix 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". Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

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

Course(s) or Subject(s)	Option	Assessment
All Other High School Math Courses	School/BOCES-wide/group/team results based on State	NYS Common Core Algebra Regents Assessment and NYS Integrated Algebra Regents Assessment*
All Other High School Science Courses	School/BOCES-wide/group/team results based on State	NYS Earth Science Regents Assessment
All Other High School Social Studies Courses	School/BOCES-wide/group/team results based on State	NYS Global History Regents Assessment
All Other High School English Courses	School/BOCES-wide/group/team results based on State	NYS Comprehensive/Common Core English Language Arts Regents Assessment
All Other High School Subjects & Courses	School/BOCES-wide/group/team results based on State	NYS Comprehensive/Common Core English Language Arts Regents Assessment
All Other 5-8 Subjects & Courses	School/BOCES-wide/group/team results based on State	NYS Assessments in ELA Grades 5-8
All Other K-4 Subjects & Courses	School/BOCES-wide/group/team results based on State	NYS Assessment in ELA Grades 3-4
Reading Teachers (K-4)	School/BOCES-wide/group/team results based on State	NYS Assessment in ELA Grades 3-4
Reading Teachers (5-8)	School/BOCES-wide/group/team results based on State	NYS Assessment in ELA Grades 5-8
Special Education Teachers (K-4, consultant teacher)	School/BOCES-wide/group/team results based on State	NYS Assessment in ELA Grades 3-4
Special Education Teachers (5-8, consultant teacher)	School/BOCES-wide/group/team results based on State	NYS Assessment in ELA Grades 5-8
Special Education Teachers (9-12, consultant teacher)	School/BOCES-wide/group/team results based on State	NYS Comprehensive/Common Core English Language Arts Regents Assessment
Special Education Teachers (as applicable)	State Assessment	NYS Alternate Assessment
ESL Teachers, all grades	State Assessment	NYSESLAT
Algebra 1B	State Assessment	NYS Integrated Algebra Regents Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	See Appendix 2.11  All students enrolled in a Grade 11 ELA course during the 2014-15 school year will take the NYS Comprehensive ELA Regents Assessment. The scores recorded on this examination will be applied to the SLO scoring process for the 2014-15
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school year.

All students enrolled in a Grade 11 ELA course ending January 2016 and thereafter will take the NYS Regents Assessment in ELA (Common Core). The scores recorded on this assessment will be applied to the SLO scoring process for the 2015-16 school year and thereafter.

All students enrolled in the Algebra 1B course during the 2014-15 school year will take the NYS Integrated Algebra Regents assessment. The scores recorded on this examination will be applied to the SLO scoring process for the 2014-15 school year.

All students enrolled in the Algebra 1B course during the 2015-16 school year and thereafter will take the NYS Common Core Algebra Regents assessment. The scores recorded on this examination will be applied to the SLO scoring process for the 2015-16 school year and thereafter.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See Appendix 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	See Appendix 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	See Appendix 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See Appendix 2.11

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

(No response)

## 2.11) HEDI Tables or Graphics

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

assets/survey-uploads/12186/554751-TXEttx9bQW/Appendix 2.11\_6.pdf

## 2.12) Locally Developed Controls

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

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

No adjustments or controls will be applied.

## 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: <a href="http://www.engageny.org/resource/student-learning-objectives-guidance-document">http://www.engageny.org/resource/student-learning-objectives-guidance-document</a> ).	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
2.14) Assurances   Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.	Checked
2.14) Assurances   Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	Checked

### 3. Local Measures (Teachers)

Created Tuesday, April 30, 2013

Updated Tuesday, January 20, 2015

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#### Page 1

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

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

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

the percentage of a teacher’s students earning the advanced performance level (four) on the 4<sup>th</sup> grade ELA or math State assessments compared to those students’ performance levels on the 3<sup>rd</sup> grade ELA or math State assessments)

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

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

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

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

6) A school-wide measure of either student growth or achievement based on either:

(i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or

(ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms.

### 3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	2) Teacher specific growth computed by NYSED	NYS Assessments, ELA & Math, Grade 4
5	2) Teacher specific growth computed by NYSED	NYS Assessments, ELA & Math, Grades 5-8
6	2) Teacher specific growth computed by NYSED	NYS Assessments, ELA & Math, Grades 5-8
7	2) Teacher specific growth computed by NYSED	NYS Assessments, ELA & Math, Grades 5-8
8	2) Teacher specific growth computed by NYSED	NYS Assessments, ELA & Math, Grades 5-8

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	See Appendix 3.3.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Appendix 3.3.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Appendix 3.3.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Appendix 3.3.

Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. See Appendix 3.3.

### 3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	2) Teacher specific growth computed by NYSED	NYS Assessments, ELA & Math, Grade 4
5	2) Teacher specific growth computed by NYSED	NYS Assessments, ELA & Math, Grades 5-8
6	2) Teacher specific growth computed by NYSED	NYS Assessments, ELA & Math, Grades 5-8
7	2) Teacher specific growth computed by NYSED	NYS Assessments, ELA & Math, Grades 5-8
8	2) Teacher specific growth computed by NYSED	NYS Assessments, ELA & Math, Grades 5-8

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	See Appendix 3.3.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Appendix 3.3.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Appendix 3.3.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Appendix 3.3.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Appendix 3.3.

### 3.3) HEDI Tables or Graphics

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

<assets/survey-uploads/12149/554752-rhJdBgDruP/Appendix 3.3 APPR Upload 2015-1-20.pdf>

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

6) A school-wide measure of either student growth or achievement based on either:

(i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or

(ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms

7) Student Learning Objectives (only allowable for teachers in grades/subjects without a Value-Added measure for the State Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms

### 3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	2) Teacher specific growth computed by NYSED	NYS Assessments, ELA & Math, Grade 4
1	2) Teacher specific growth computed by NYSED	NYS Assessments, ELA & Math, Grade 4
2	2) Teacher specific growth computed by NYSED	NYS Assessments, ELA & Math, Grade 4
3	2) Teacher specific growth computed by NYSED	NYS Assessments, ELA & Math, Grade 4

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.	See Appendix 3.3.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Appendix 3.3.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Appendix 3.3.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Appendix 3.3.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Appendix 3.3.

### 3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	2) Teacher specific growth computed by NYSED	NYS Assessments, ELA & Math, Grade 4
1	2) Teacher specific growth computed by NYSED	NYS Assessments, ELA & Math, Grade 4
2	2) Teacher specific growth computed by NYSED	NYS Assessments, ELA & Math, Grade 4
3	2) Teacher specific growth computed by NYSED	NYS Assessments, ELA & Math, Grade 4

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.	See Appendix 3.3.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Appendix 3.3.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Appendix 3.3.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	See Appendix 3.3.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Appendix 3.3.

### 3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	2) Teacher specific growth computed by NYSED	NYS Assessments, ELA & Math, Grades 5-8
7	2) Teacher specific growth computed by NYSED	NYS Assessments, ELA & Math, Grades 5-8
8	2) Teacher specific growth computed by NYSED	NYS Assessments, ELA & Math, Grades 5-8

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	See Appendix 3.3.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Appendix 3.3.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Appendix 3.3.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Appendix 3.3.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Appendix 3.3.

### 3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	2) Teacher specific growth computed by NYSED	NYS Assessments, ELA & Math, Grades 5-8
7	2) Teacher specific growth computed by NYSED	NYS Assessments, ELA & Math, Grades 5-8
8	2) Teacher specific growth computed by NYSED	NYS Assessments, ELA & Math, Grades 5-8

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.	See Appendix 3.3.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Appendix 3.3.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Appendix 3.3.

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. See Appendix 3.3.

Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. See Appendix 3.3.

### 3.8) High School Social Studies

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

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

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

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

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

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

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

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

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

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

### 3.9) High School Science

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

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	See Appendix 3.13.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Appendix 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Appendix 3.13.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Appendix 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Appendix 3.13.

### 3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	6(ii) School wide measure computed locally	NYS Common Core Algebra Regents Assessment
Geometry	6(ii) School wide measure computed locally	NYS Geometry Regents Assessment (January 2015), NYS Common Core Geometry Regents Assessment (thereafter)
Algebra 2	6(ii) School wide measure computed locally	NYS Algebra 2/Trigonometry Regents Assessment

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	See Appendix 3.13.  All students enrolled in Algebra 1 in the 2014-15 school year and thereafter will take the NYS Regents Assessment in Algebra (Common Core). The local measure will be calculated based on school-wide results on this exam, as compared to regional (WNYRIC) results on the same exam.
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All students enrolled in a Geometry course ending January 2015 will take the Regents Assessment in Geometry (2005 Standards). All students enrolled in a Geometry course ending June 2015 and thereafter will take the Regents assessment in Geometry (Common Core). The local measure for Geometry teachers will be calculated based on school-wide results on each exam as compared to regional (WNYRIC) results on the same exams.

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Appendix 3.13.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Appendix 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Appendix 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Appendix 3.13.

### 3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	6(ii) School wide measure computed locally	NYS Comprehensive/Common Core English Regents Assessment
Grade 10 ELA	6(ii) School wide measure computed locally	NYS Comprehensive/Common Core English Regents Assessment
Grade 11 ELA	6(ii) School wide measure computed locally	NYS Comprehensive/Common Core English Regents Assessment

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	See Appendix 3.13.  All students enrolled in Grade 11 ELA during the 2014-15 school year will take the NYS Comprehensive ELA Regents Assessment. The scores recorded on this examination will be
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applied to the locally selected measure for the 2014-15 school year.

All students enrolled in Grade 11 ELA ending January 2016 and thereafter will take the NYS Regents Assessment in ELA (Common Core). The scores recorded on this assessment will be applied to the locally selected measure for the 2015-16 school year and thereafter.

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Appendix 3.13.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Appendix 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Appendix 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Appendix 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. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see:

<http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

Please also note that, for students using 3d party assessments in this Task, drop-down option #4 applies to grades 3 and above and drop-down option #8 applies to grades K-2.

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
K-4, All Other Teachers	2) Teacher specific growth computed by NYSED	NYS Assessments, ELA & Math, Grade 4
5-8, All Other Teachers	2) Teacher specific growth computed by NYSED	NYS Assessments, ELA & Math, Grades 5-8
9-12, Teachers of All Other Social Studies Courses	6(ii) School wide measure computed locally	All Applicable NYS Regents Assessments in Social Studies
9-12, Teachers of All Other Science Courses	6(ii) School wide measure computed locally	All Applicable NYS Regents Assessments in Science
9-12, Teachers All Other Math Courses	6(ii) School wide measure computed locally	All Applicable NYS Regents Assessments in Mathematics
9-12, Teachers of All Other ELA Courses	6(ii) School wide measure computed locally	NYS Comprehensive/Common Core English Regents Assessment
9-12, All Other Subjects	6(ii) School wide measure computed locally	NYS Comprehensive/Common Core English Regents Assessment

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>Grades K-8: See Appendix 3.3. Grades 9-12: See Appendix 3.13.</p> <p>All students enrolled in Algebra 1 in the 2014-15 school year and thereafter will take the NYS Regents Assessment in Algebra (Common Core). The local measure will be calculated based on school-wide results on this exam, as compared to regional (WNYRIC) results on the same exam.</p> <p>All students enrolled in a Geometry course ending January 2015 will take the Regents Assessment in Geometry (2005 Standards). All students enrolled in a Geometry course ending June 2015 and thereafter will take the Regents assessment in Geometry (Common Core). Where applicable, the local measure for teachers of mathematics will be calculated based on school-wide results on each exam as compared to regional (WNYRIC) results on the same exams.</p> <p>All students completing Grade 11 ELA in the 2014-15 school year will take the NYS Comprehensive ELA Regents Exam (2005 Standards). All students completing Grade 11 ELA in the 2015-16 school year and thereafter will take the NYS Regents Exam in ELA (Common Core). The local measure will be calculated based on school-wide results on the applicable exam, as compared to regional (WNYRIC) results on the same exam.</p>
<p>Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.</p>	<p>Grades K-8: See Appendix 3.3. Grades 9-12: See Appendix 3.13.</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Grades K-8: See Appendix 3.3. Grades 9-12: See Appendix 3.13.</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Grades K-8: See Appendix 3.3. Grades 9-12: See Appendix 3.13.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Grades K-8: See Appendix 3.3. Grades 9-12: See Appendix 3.13.</p>

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

(No response)

### 3.13) HEDI Tables or Graphics

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

assets/survey-uploads/12149/554752-y92vNseFa4/Appendix 3.13 APPR Upload 2015-1-21.pdf

### 3.14) Locally Developed Controls

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

No locally developed adjustments or controls will be applied.

### 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.

Each teacher in a given school will be assigned a single school-wide measure based on the results of State assessments administered in that school.

For teachers assigned to more than one school, a single score will be computed as the weighted average of the school-wide measures for each school of assignment, weighted according to the percentage of instructional assignment in each school. The overall average will be truncated to the lower whole number to prevent movement between scoring bands.

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

# 4. Other Measures of Effectiveness (Teachers)

Created Tuesday, April 30, 2013

Updated Tuesday, January 20, 2015

## 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.)

4.1) Teacher Practice Rubric   Rubric	Danielson’s Framework for Teaching (2013 Revised Edition)
---------------------------------------	---

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

State the number of points (if any) that will be assigned to each of the following measures, making sure that the points total 60. If you are not using a particular measure, enter 0. This APPR form only provides one space for assigning points within other measures for teachers. If your district/BOCES prefers to assign points differently for different groups of teachers, enter the points assignment for one group of teachers below. For the other group(s) of teachers, fill out copies of this form and upload as an attachment for review. Is the following points assignment applicable to all teachers?

Yes

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

(No response)

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

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

(No response)

### 4.3) Survey Tools (if applicable)

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

(No response)

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

[SurveyTools.0] Tripod Early Elementary Student Perception Survey K-2	(No response)
[SurveyTools.1] Tripod Elementary Student Perception Survey 3-5	(No response)
[SurveyTools.2] Tripod Secondary Student Perception Survey	(No response)
[SurveyTools.3] District Variance	(No response)
[SurveyTools.4] My Student Survey, LLC’s Survey of Teacher Practice (STeP) survey for use in grades 3-12	(No response)

### 4.4) Assurances

Please check all of the boxes below:

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.

See Appendix 4.5.

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

assets/survey-uploads/12179/554753-eka9yMJ855/Appendix 4.5 APPR Upload.pdf

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	Overall performance exceeds NYS Teaching Standards.
Effective: Overall performance and results meet NYS Teaching Standards.	Overall performance meets NYS Teaching Standards.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Overall performance needs improvement in order to meet NYS Teaching Standards.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Overall performance does not meet NYS Teaching Standards.

Provide the ranges for the 60-point scoring bands.

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

#### 4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

Formal/Long	1
Informal/Short	2
Enter Total	3

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- 
- In Person
- 

#### 4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

Formal/Long	0
Informal/Short	2
Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- 
- In Person
- 

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

- 
- In Person
-

# 5. Composite Scoring (Teachers)

Created Tuesday, April 30, 2013

Updated Tuesday, January 06, 2015

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## Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of  
growth or achievement

Other Measures of Effectiveness  
(Teacher and Leader standards)

Highly  
Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

Where there is no Value-Added measure

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

Overall  
Composite Score

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

Effective  
9-17  
9-17  
75-90

Developing  
3-8  
3-8  
65-74

Ineffective  
0-2  
0-2  
0-64

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

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

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

Where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

# 6. Additional Requirements - Teachers

Created Tuesday, April 30, 2013

Updated Tuesday, January 06, 2015

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

assets/survey-uploads/12193/554755-Df0w3Xx5v6/Teacher Improvement Plan.pdf

### 6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

#### APPEALS OF INEFFECTIVE RATINGS

Appeals of annual professional performance reviews will be limited to those for which the annual composite rating is determined to be Ineffective. The appeal process may not be initiated prior to the issuance of the composite score and overall Ineffective rating. The available grounds for appeal are limited to those enumerated in Education Law §3012-c:

- the substance of the annual professional performance review
- the school district's adherence to the standards and methodologies required for such reviews, pursuant to Education Law section 3012-c
- the adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures
- the school district's issuance and/or implementation of the terms of the teacher improvement plan that was required in the year on which the composite score and overall rating are based.

#### PROHIBITION AGAINST MORE THAN ONE APPEAL

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

#### TIMEFRAME FOR FILING APPEAL

All appeals must be submitted in writing to the Superintendent of Schools no later than 15 working days of the date upon which the teacher receives his or her final composite score and rating. This timeframe also applies to appeals based on the issuance or implementation of a Teacher Improvement Plan that was required in the year on which the composite score and overall rating are based. The failure to file an appeal within this timeframe shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned.

Notice for appeals must include written descriptions of the specific areas of disagreement with the annual professional performance review, and/or the issuance or implementation of the improvement plan. Any additional documents or materials relevant to the appeal must be submitted, along with the performance review and/or improvement plan being challenged. Any information not submitted at the time the appeal is filed shall not be considered.

#### CONSIDERATION OF APPEAL

The appeal shall be considered by an appeal panel, which shall consist of the direct administrative supervisor of the Lead Evaluator who completed the APPR, a second administrator designated by the superintendent, and a mutually agreed upon member of the Jamestown Teachers Association who has satisfactorily completed evaluator training provided by the district.

The appeal panel will convene within 15 working days following receipt of the appeal. Within 15 working days of review and consideration by the appeals panel, a written response to the appeal will be provided by the direct administrative supervisor of the lead evaluator who completed the APPR and/or TIP that is the subject of the appeal. The written response shall be final and will conclude the appeals process.

In all cases, appeals will conclude in a timely and expeditious manner, in accordance with Education Law §3012-C.

#### EXCLUSIVITY OF §3012-C APPEAL PROCEDURE

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

Nothing in this section shall be construed to alter or diminish the authority of the school district to grant or deny tenure to or terminate probationary teachers during the pendency of an appeal pursuant to this section for statutorily and constitutionally permissible reasons other than the performance that is the subject of the appeal. Permissible reasons include but are not limited to misconduct, insubordination, time and attendance issues, or conduct inappropriate for an education professional.

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

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

The Jamestown City School District will ensure that all evaluators are properly trained and certified to complete the performance reviews of professional employees.

Evaluator training will address the following:

- NYS Teaching Standards and ISSLC Standards
- Evidence-based observation
- Application and use of Student Growth Percentile and Value-Added Growth Model data
- Application and use of the State-approved teacher or principal rubrics
- Application and use of any assessment tools used to evaluate teachers and principals
- Application and use of State-approved locally selected measures of student growth/achievement
- Use of the Statewide Instructional Reporting System
- Scoring methodology used to evaluate teachers and principals
- Specific considerations in evaluating teachers and principals of English Language Learners (ELL) and students with disabilities.

Training will be provided by the district, with additional training to be provided by BOCES or purchased consulting services as appropriate. Evaluators of teachers shall be required to complete the online course in the Teachscape Proficiency System, which includes approximately 30 hours of training and practice, including a proficiency test to ensure inter-rater reliability. Additional training elements shall be addressed through in-person and regional workshops, with updates and review sessions scheduled as needed.

The Superintendent will certify that all evaluators and lead evaluators have received the training required to complete the performance reviews as described above. The district will ensure that all evaluators and lead evaluators maintain inter-rater reliability over time and that they are re-certified on an annual basis.

## 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

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• Checked

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## 6.6) Assurances -- Teachers

Please check all of the boxes below:

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

## 6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Tuesday, April 30, 2013

Updated Tuesday, January 06, 2015

## 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.

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

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

5-8
9-12

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

Please check the boxes below:

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

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

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

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

State assessments, required if one exists

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

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

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

Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see:

<http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
K-4	State assessment	NYS Grade 3 ELA Assessment
K-4	State assessment	NYS Grade 3 Math Assessment
K-4	State assessment	NYS Grade 4 ELA Assessment (State-Provided Growth Score)
K-4	State assessment	NYS Grade 4 Math Assessment (State-Provided Growth Score)

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

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below. See Appendix 7.3.

Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	See Appendix 7.3.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See Appendix 7.3.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See Appendix 7.3.
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	See Appendix 7.3.

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

assets/survey-uploads/12156/554756-lha0DogRNw/Appendix 7.3\_8.pdf

## 7.4) Special Considerations for Comparable Growth Measures

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

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

No adjustments or controls will be applied.

## 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: <a href="http://www.engageny.org/resource/student-learning-objectives-guidance-document">http://www.engageny.org/resource/student-learning-objectives-guidance-document</a> .	Checked
7.6) Assurances -- Comparable Growth Measures   Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to	Checked

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

# 8. Local Measures (Principals)

Created Tuesday, April 30, 2013

Updated Tuesday, January 06, 2015

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## 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.

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

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

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

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

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

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

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

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

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

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

Grade Configuration/Program	Locally-Selected Measure from List of Approved Measures	Assessment
5-8	(d) measures used by district for teacher evaluation	NYS Assessments in ELA, Grades 5-8
5-8	(d) measures used by district for teacher evaluation	NYS Assessments in Math, Grades 5-8
9-12	(e) 4, 5, and/or 6-year high school grad and/or dropout rates	4-Year (August) Total Cohort Graduation Rate
9-12	(e) 4, 5, and/or 6-year high school grad and/or dropout rates	5-Year (June) Total Cohort Graduation Rate
9-12	(f) % of students with advanced Regents or honors	4-Year (June) Percentage of Total Cohort, Advanced Regents Diploma

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	See Appendix 8.1.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Appendix 8.1.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Appendix 8.1.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Appendix 8.1.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Appendix 8.1.

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

(No response)

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

assets/survey-uploads/12190/554757-qBFVOWF7fC/Appendix 8.1\_3.pdf

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

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

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

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

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

- (a) student achievement levels on State assessments in ELA and/or Math in Grades 4-8 (e.g., percentage of students in the school whose performance levels on State assessments are proficient or advanced)
- (b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)
- (c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8
- (d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations
- (e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades
- (f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades
- (g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)
- (h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9<sup>th</sup> and/or 10<sup>th</sup> grade credit accumulation and/or the percentage of students that pass 9<sup>th</sup> and/or 10<sup>th</sup> grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades
- (i) student learning objectives (only allowable for principals in programs/buildings without a Value-Added measure for the State)

Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a District, regional, or BOCES-developed assessment that is rigorous and comparable across classrooms

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-4	(d) measures used by district for teacher evaluation	NYS Assessment in ELA, Grade 3
K-4	(d) measures used by district for teacher evaluation	NYS Assessment in Math, Grade 3
K-4	(d) measures used by district for teacher evaluation	NYS Assessment in ELA, Grade 4
K-4	(d) measures used by district for teacher evaluation	NYS Assessment in Math, Grade 4

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	See Appendix 8.2.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Appendix 8.2.
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Appendix 8.2.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Appendix 8.2.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Appendix 8.2.

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

(No response)

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

[assets/survey-uploads/12190/554757-T8MIGWUVm1/Appendix 8.2\\_4.pdf](assets/survey-uploads/12190/554757-T8MIGWUVm1/Appendix 8.2_4.pdf)

### 8.3) Locally Developed Controls

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

No locally-developed adjustments or controls will be applied.

## 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.

As described in Appendices 8.1 and 8.2, each principal will be assigned a single overall score for the locally-selected measures subcomponent, computed as the average of sub-scores assigned for each specified performance area, and rounded to the nearest whole number. The sub-scores will be weighted equally in computing the overall score.

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

# 9. Other Measures of Effectiveness (Principals)

Created Tuesday, April 30, 2013

Updated Tuesday, January 20, 2015

## Page 1

### 9.1) Principal Practice Rubric

Select the choice of principal practice rubric from the menu of State-approved rubrics to assess performance based on ISLLC 2008 Standards. If your district has been granted a variance by NYSED through the variance process, select "district variance" from the menu. The "Second Rubric" space is optional. A district may use multiple rubrics, as long as the same rubric(s) is used for all principals in the same or similar programs or grade configurations across the district.

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

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

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

Is the following point assignment for all principals?

Yes

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

(No response)

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

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

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

(No response)

### 9.3) Assurances -- Goals

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

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

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

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

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

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

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

(No response)

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

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

### 9.6) Assurances

Please check all of the boxes below:

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

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

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

See Appendix 9.7.

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

[assets/survey-uploads/12205/554758-pMADJ4gk6R/Appendix 9.7 APPR Upload 2015-1\\_1.pdf](assets/survey-uploads/12205/554758-pMADJ4gk6R/Appendix 9.7 APPR Upload 2015-1_1.pdf)

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

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

Please provide the locally-negotiated 60 point scoring bands.

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

## 9.8) School Visits

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

### Probationary Principals

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

### Tenured Principals

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

# 10. Composite Scoring (Principals)

Created Tuesday, April 30, 2013

Updated Tuesday, January 06, 2015

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## Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of  
growth or achievement

Other Measures of Effectiveness  
(Teacher and Leader standards)

Highly  
Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

Where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of  
growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

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

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

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

Overall  
Composite Score

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

Effective  
10-21  
8-13  
75-90

Developing  
3-9  
3-7  
65-74

Ineffective  
0-2  
0-2  
0-64

# 11. Additional Requirements - Principals

Created Tuesday, April 30, 2013

Updated Thursday, January 15, 2015

## Page 1

### 11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

### 11.2) Attachment: Principal Improvement Plan Forms

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

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

[assets/survey-uploads/12168/554760-Df0w3Xx5v6/Principal Improvement Plan\\_1.pdf](#)

### 11.3) Appeals Process

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

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

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

**APPEALS OF INEFFECTIVE & DEVELOPING RATINGS**

Appeals of annual professional performance reviews will be limited to those for which the annual composite rating is determined to be Ineffective or Developing. The appeal process may not be initiated prior to the issuance of the composite score and overall performance rating. The available grounds for appeal are limited to those enumerated in Education Law §3012-c:

- the substance of the annual professional performance review
- the school district's adherence to the standards and methodologies required for such reviews, pursuant to Education Law section 3012-c
- the adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures
- the school district's issuance and/or implementation of the terms of the principal improvement plan that was required in the year on which composite score and overall rating is based.

#### PROHIBITION AGAINST MORE THAN ONE APPEAL

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

#### TIMEFRAME FOR FILING APPEAL

All appeals must be submitted in writing to the Superintendent of Schools no later than 15 working days of the date upon which the principal receives his or her final composite score and rating. This timeframe also applies to appeals based on the issuance or implementation of a principal improvement plan that was required in the year on which composite score and overall rating is based. The failure to file an appeal within this timeframe shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned.

Notice for appeals must include a detailed written descriptions of the specific areas of disagreement with the annual professional performance review, and/or the issuance or implementation of the terms of his or her improvement plan. Any additional documents or materials relevant to the appeal must be submitted, along with the performance review and/or improvement plan being challenged. Any information not submitted at the time the appeal is filed shall not be considered.

#### CONSIDERATION OF THE APPEAL

The appeal of a Developing rating shall be considered by the Superintendent of Schools, along with the direct administrative supervisor of the principal and other central office administrator selected by the Superintendent. In the case of appeal by the high school principal, for whom the Superintendent of Schools is the direct administrative supervisor, the appeal shall be considered by an impartial hearing officer obtained by the district. The appeal of an Ineffective rating may be considered by an impartial hearing officer, if requested by the principal who submits the appeal. The hearing officer shall be mutually agreed to by the Superintendent and the Jamestown Principals' Association.

Every effort will be made to ensure that consideration by an impartial hearing officer is scheduled in a timely and expeditious manner, subject to availability of the hearing officer employed.

A written response will be provided by the Superintendent within 30 working days following receipt of the appeal, or within 15 working days of consideration by a hearing officer where requested. If a hearing officer is employed, the Superintendent shall incorporate the findings of the hearing officer in the written response. The written response shall be final and will conclude the appeals process.

#### EXCLUSIVITY OF §3012-C APPEAL PROCEDURE

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

Nothing in this section shall be construed to alter or diminish the authority of the school district to grant or deny tenure to or terminate probationary principals during the pendency of an appeal pursuant to this section for statutorily and constitutionally permissible reasons other than the principal's performance that is the subject of the appeal. Permissible reasons include but are not limited to misconduct, insubordination, time and attendance issues, or conduct inappropriate for an education professional.

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

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

The Jamestown City School District will ensure that all evaluators are properly trained and certified to complete the performance reviews of professional employees.

Evaluator training will address the following:

- NYS Teaching Standards and ISSLC Standards
- Evidence-based observation
- Application and use of Student Growth Percentile and Value-Added Growth Model data
- Application and use of the State-approved teacher or principal rubrics
- Application and use of any assessment tools used to evaluate teachers and principals
- Application and use of State-approved locally selected measures of student growth/achievement
- Use of the Statewide Instructional Reporting System
- Scoring methodology used to evaluate teachers and principals
- Specific considerations in evaluating teachers and principals of English Language Learners (ELL) and students with disabilities.

Training will be provided by district personnel, following the model of State-provided professional development. Additional training may be provided by BOCES, the Leadership for Educational Achievement Foundation (LEAF/NYSCOSS), and professional consulting services as needed. Training will be scheduled on an ongoing basis as specific needs are identified. Each evaluator will initially complete a minimum of six hours of training prior to completing a principal's evaluation.

The Board of Education will certify that all evaluators and lead evaluators have received the required training and are qualified to complete the performance reviews of principals as described above. The district will ensure that all evaluators and lead evaluators maintain inter-rater reliability over time through ongoing training and calibration to ensure consistent application of the rubric based on evidence collected. All evaluators and lead evaluators will be re-certified on a biannual basis through training updates and calibration.

## 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

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• Checked

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## 11.6) Assurances -- Principals

Please check all of the boxes below:

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

## 11.7) Assurances -- Data

Please check all of the boxes below:

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

## 12. Joint Certification of APPR Plan

Created Tuesday, April 30, 2013

Updated Wednesday, February 04, 2015

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### Page 1

#### 12.1) Upload the Joint Certification of the APPR Plan

Please obtain the required signatures, create a PDF file, and upload your joint certification of the APPR Plan using this form: APPR District Certification Form. Please note that Review Room timestamps each revision and signatures cannot be dated earlier than the last revision.

<assets/survey-uploads/12158/554761-3Uqgn5g9Iu/APPRDistrictCertificationForm 2015-2-4.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.

**General Scoring Process:**

For each baseline and summative assessment, the district will establish performance levels that reflect the student’s academic readiness at the start of the course and success in meeting learning standards at the end of the course. Specific scoring ranges may vary according to the assessments and academic level of the course. The district will establish scoring ranges for each performance level to ensure that expectations for student growth are rigorous and comparable across classrooms.

For each student on a teacher’s class roster, individual growth will be measured based on the student’s academic progress from the baseline assessment to the summative assessment. Each student’s progress will be assigned a number of growth points from 0 to 3, as indicated in the table below. The growth points represent tiered growth targets, based on the degree of student growth from the baseline assessment results.

			Summative Assessment					
			Well-Below Expectations	Below Expectations	Approaching Expectations	Meets Expectations	Above Expectations	Well Above Expectations
			TBD	TBD	TBD	TBD	TBD	TBD
Prior NYS/District Assessment	Well-Below Expectations	TBD	0.5	1	2	2.5	3	3
	Below Expectations	TBD	0	0.5	1.5	2	2.5	3
	Approaching Expectations	TBD	0	0	1	1.5	2	2.5
	Meets Expectations	TBD	0	0	0.5	1	1.5	2
	Above Expectations	TBD	0	0	0	0.5	1	1.5
	Well Above Expectations	TBD	0	0	0	0	0.5	1

*TBD: Scoring ranges are to be established by the district for each grade and subject, in order to account for differences in scoring scales among various state and local assessments.*

A similar process will apply where a teacher’s SLO is based on school-wide results. For each student tested in the school, individual growth will be measured based on student academic progress from the baseline assessment to the summative assessment. Each student’s progress in learning will be assigned a number of growth points from 0 to 3, as indicated in the table above. The growth points represent tiered growth targets, based on the degree of student growth from the baseline assessment results.

The average number of growth points recorded for all students in the class or school will be the basis for determination of the SLO score and HEDI rating, to be assigned according to the table below.

Highly Effective			Effective									Developing					Ineffective			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
2+	1.9	1.8	1.7	1.6	1.5	1.4	1.3	1.2	1.1	1.0	0.9	0.8	0.7	0.6	0.5	0.4	0.3	0.2	0.1	0

**Elementary Teachers:**

All teachers in grades K-4 will be assigned a school-wide measure, computed locally, based on the percentage of students in the school whose Student Growth Percentile (SGP) is above the State Median SGP on NYS Assessments in ELA and Math, Grades 4.

A score will be determined based on the data provided in the New York State Growth Report for each school. The following table in will be used to assign a score from 0-20 based on the reported “Percent of Students Above State Median.”

		<b>% Above State Median</b>
<b>Ineffective</b>	<b>0</b>	0 to 8
	<b>1</b>	9 to 16
	<b>2</b>	17 to 20
<b>Developing</b>	<b>3</b>	21 to 24
	<b>4</b>	25 to 27
	<b>5</b>	28 to 30
	<b>6</b>	31 to 33
	<b>7</b>	34 to 36
	<b>8</b>	37 to 40
<b>Effective</b>	<b>9</b>	41 to 42
	<b>10</b>	43 to 44
	<b>11</b>	45 to 46
	<b>12</b>	47 to 48
	<b>13</b>	49 to 50
	<b>14</b>	51 to 52
	<b>15</b>	53 to 54
	<b>16</b>	55 to 57
	<b>17</b>	58 to 60
<b>Highly Effective</b>	<b>18</b>	61 to 65
	<b>19</b>	66 to 70
	<b>20</b>	71 to 100

The school-wide measure will be determined from the data provided in the State Growth report provided to the principal of each school, using the process described on the following page.

The State Growth report provides the “Percent of Students Above the State Median” as a combined result, including all student scores for ELA and Math. This combined result will be used to assign the locally-selected measure according to the table on page 1.

For example, in the accompanying 2012 sample elementary school report, the percent of Students Above the State is listed as 36.

This result corresponds to a score of 7 points, in the Developing range, using the table on page 1. This score would be assigned as the locally-selected measure for all teachers in the school.

					Adjusted MGP Confidence Range	
	Number of Student Scores	Percent of Students Above State Median	Unadjusted MGP	Adjusted MGP	Lower Limit	Upper Limit
All	166	36	41.5	41	37	45
Math	84	27	37	36.5	31	42
Math Grade 4	84	27	37	36.5	31	42
ELA	82	44	46.5	46	41	51
ELA Grade 4	82	44	46.5	46	41	51
Students With Disabilities	30	23	31	34	25	44
English Language Learners	3					
Economically Disadvantaged	120	37	40	40	35	45
Low Achieving (Level 1)	48	31	37.5	38	29	46
High Achieving (Level 4)	4					

If the State Growth report does not provide a combined result, and lists only separate values for ELA and Math, the combined result will be computed as the weighted average based on the number of student scores in each subject.

Using the data in the table above, this would be computed as follows:

Math:  $(84/166) \times 27 = 13.66$

ELA:  $(82/166) \times 44 = 21.73$

Combined:  $35.39 \rightarrow 35$

Using the table on page 1, a score of 7 (Developing) would be assigned as the locally selected measure for all teachers in the school.

**Middle School Teachers:**

All teachers in grades 5-8, will be assigned a school-wide measure, computed locally, based on the percentage of students in the school whose Student Growth Percentile (SGP) is above the State Median SGP on NYS Assessments in ELA and Math, Grades 5-8.

A score will be determined based on the data provided in the New York State Growth Report for each school. The following table in will be used to assign a score from 0-20 based on the reported "Percent of Students Above State Median."

		<b>% Above State Median</b>
<b>Ineffective</b>	<b>0</b>	0 to 8
	<b>1</b>	9 to 16
	<b>2</b>	17 to 20
<b>Developing</b>	<b>3</b>	21 to 24
	<b>4</b>	25 to 27
	<b>5</b>	28 to 30
	<b>6</b>	31 to 33
	<b>7</b>	34 to 36
	<b>8</b>	37 to 40
<b>Effective</b>	<b>9</b>	41 to 42
	<b>10</b>	43 to 44
	<b>11</b>	45 to 46
	<b>12</b>	47 to 48
	<b>13</b>	49 to 50
	<b>14</b>	51 to 52
	<b>15</b>	53 to 54
	<b>16</b>	55 to 57
<b>Highly Effective</b>	<b>17</b>	58 to 60
	<b>18</b>	61 to 65
	<b>19</b>	66 to 70
	<b>20</b>	71 to 100

The school-wide measure will be determined from the data provided in the State Growth report provided to the principal of each school, using the process described on the following page.

The State Growth report provides the “Percent of Students Above the State Median” as a combined result, including all student scores for ELA and Math. This combined result will be used to assign the locally-selected measure according to the table on page 1.

For example, in the accompanying 2012 sample middle school report, the percent of Students Above the State is listed as 44.

This result corresponds to a score of 10 points, in the Effective range, using the table on page 1. This score would be assigned as the locally-selected measure for all teachers in the school.

					Adjusted MGP Confidence Range	
	Number of Student Scores	Percent of Students Above State Median	Unadjusted MGP	Adjusted MGP	Lower Limit	Upper Limit
All	984	44	48	47.5	46	49
Math	492	45	48	47.5	45	50
Math Grade 5	117	30	34	34	29	39
Math Grade 6	130	39	45.5	45	40	50
Math Grade 7	121	49	52.5	52	47	57
Math Grade 8	124	60	60	59.5	55	64
ELA	492	43	48	47.5	45	50
ELA Grade 5	118	27	35	34.5	30	40
ELA Grade 6	131	45	49	49.5	44	54
ELA Grade 7	121	41	49.5	49	43	54
ELA Grade 8	122	57	57.5	56.5	52	61
Students With Disabilities	112	35	41.5	44	38	49
English Language Learners	28	32	45.5	40.5	33	49
Economically Disadvantaged	794	42	46.5	46.5	44	48
Low Achieving (Level 1)	140	51	52.5	52	47	57
High Achieving (Level 4)	83	41	46	46	40	52

If the State Growth report does not provide a combined result, and lists only separate values for ELA and Math at each grade level, the combined result will be computed as the weighted average based on the number of student scores in each grade and subject.

Using the data in the table above, this would be computed as follows:

- Math Grade 5:  $(117/984) \times 30 = 3.57$
- Math Grade 6:  $(130/984) \times 39 = 5.15$
- Math Grade 7:  $(121/984) \times 49 = 6.03$
- Math Grade 8:  $(124/984) \times 60 = 7.56$
- ELA Grade 5:  $(118/984) \times 27 = 3.24$
- ELA Grade 6:  $(131/984) \times 45 = 5.99$
- ELA Grade 7:  $(121/984) \times 41 = 5.04$
- ELA Grade 8:  $(122/984) \times 57 = 7.07$
- Combined:  $43.65 \rightarrow 44$

Using the table on page 1, a score of 10 (Effective) would be assigned as the locally selected measure for all teachers in the school.

**Value-Added Measures:**

If the Board of Regents adopts value-added measures as the Growth component for teachers of ELA and/or Math in Grades 4-8, the locally selected measure for these teachers will be converted from a 20-point score (computed as described above) to a 15-point score.

The following table will be used for this conversion:

	<b>Ineffective</b>			<b>Developing</b>					<b>Effective</b>					<b>Highly Effective</b>		
<b>Original Score</b>	0	1	2	3-4	5	6	7	8	9-10	11-12	13	14-15	16	17	18-19	20
<b>Converted Score</b>	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

**High School Teachers:**

Each high school teacher will be assigned a school-wide measure, computed locally, based on the annual achievement on NYS Regents assessments, as applicable to their individual teaching assignments, further described below.

The school-wide measure will be based on the achievement gap in comparison to the regional (WNYRIC) average for similar students. The regional (WNYRIC) average will be determined based on data provided to districts through the WNYRIC Level 1 DataWarehouse.

For each applicable Regents assessment, a sub-score will be assigned to measure the achievement gap for specified subgroups, relative to the regional performance of similar students. The following district expectations will apply to all student populations:

Highly Effective	School-wide results are at least 5% above the regional (WNYRIC) average for similar students.
Effective	School-wide results are within 10% below and 4% above the regional (WNYRIC) average for similar students.
Developing	School-wide results are within 11% to 25% below the regional (WNYRIC) average for similar students.
Ineffective	School-wide results are more than 25% below the regional average for similar students.

A sub-score will be determined for each student subgroup specified below. The sub-score will be based on the achievement of this subgroup, relative to the regional (WNYRIC) performance of similar students. The following table will be used to calculate the sub-score for each subgroup performance:

	Sub-Score	School-wide Results Above or (Below) WNYRIC Average for Similar Students
Highly Effective	20	11% or above
	19	8% to 10%
	18	5% to 7%
Effective	17	2% to 4%
	16	(1%) to 1%
	15	(3%) to (2%)
	14	(5%) to (4%)
	13	(6%)
	12	(7%)
	11	(8%)
	10	(9%)
	9	(10%)
	Developing	8
7		(14%) to (13%)
6		(16%) to (15%)
5		(19%) to (17%)
4		(22%) to (20%)
3		(25%) to (23%)
Ineffective	2	(30%) to (26%)
	1	(35%) to (31%)
	0	(36%) or below

The overall score for the locally-selected measures subcomponent will be determined as the weighted average of the sub-scores, rounded to the nearest whole number.

### **Social Studies:**

All high school social studies teachers will be assigned a course-specific school-wide score, computed locally, based on the applicable NYS Regents assessments. All examination scores recorded for January and June, grades 9-12, will be used in this calculation.

A sub-score will be determined for the school-wide performance of each of the following subgroups, as compared to the regional (WNYRIC) average for similar students.

The overall score for the locally-selected measures subcomponent will be determined as the weighted average of the sub-scores, rounded to the nearest whole number.

#### **Global History I & II:**

- A. Percentage of all students who achieve a score of **65** or higher on the Regents exam in Global History (10% weight)
- B. Percentage of all students who achieve a score of **85** or higher on the Regents exam in Global History (10% weight)
- C. Percentage of economically disadvantaged students who achieve a score of **65** or higher on the Regents exam in Global History (70% weight)
- D. Percentage of students with disabilities who achieve a score of **55** or higher on the Regents exam in Global History (10% weight)

#### **US History & Government:**

- A. Percentage of all students who achieve a score of **65** or higher on the Regents exam in US History & Government (10% weight)
- B. Percentage of all students who achieve a score of **85** or higher on the Regents exam in US History & Government (10% weight)
- C. Percentage of economically disadvantaged students who achieve a score of **65** or higher on the Regents exam in US History & Government (70% weight)
- D. Percentage of students with disabilities who achieve a score of **55** or higher on the Regents exam in US History & Government (10% weight)

### **Science:**

All high school science teachers will be assigned a course-specific school-wide score, computed locally, based on the applicable NYS Regents assessments. All examination scores recorded for January and June, grades 9-12, will be used in this calculation.

A sub-score will be determined for the school-wide performance of each of the following subgroups, as compared to the regional (WNYRIC) average for similar students.

The overall score for the locally-selected measures subcomponent will be determined as the weighted average of the sub-scores, rounded to the nearest whole number.

#### **Living Environment:**

- A. Percentage of all students who achieve a score of **65** or higher on the Regents exam in Living Environment (10% weight)
- B. Percentage of all students who achieve a score of **85** or higher on the Regents exam in Living Environment (10% weight)
- C. Percentage of economically disadvantaged students who achieve a score of **65** or higher on the Regents exam in Living Environment (70% weight)
- D. Percentage of students with disabilities who achieve a score of **55** or higher on the Regents exam in Living Environment (10% weight)

#### **Earth Science:**

- A. Percentage of all students who achieve a score of **65** or higher on the Regents exam in Earth Science (10% weight)
- B. Percentage of all students who achieve a score of **85** or higher on the Regents exam in Earth Science (10% weight)
- C. Percentage of economically disadvantaged students who achieve a score of **65** or higher on the Regents exam in Earth Science (70% weight)
- D. Percentage of students with disabilities who achieve a score of **55** or higher on the Regents exam in Earth Science (10% weight)

Chemistry:

- A. Percentage of AGE\* who achieve a score of **65** or higher on the Regents exam in Chemistry (15% weight)
- B. Percentage of AGE\* who achieve a score of **85** or higher on the Regents exam in Chemistry (15% weight)
- C. Percentage of AGE\* economically disadvantaged students who achieve a score of **65** or higher on the Regents exam in Chemistry (70% weight)

Physics:

- A. Percentage of AGE\* who achieve a score of **65** or higher on the Regents exam in Chemistry (15% weight)
- B. Percentage of AGE\* who achieve a score of **85** or higher on the Regents exam in Chemistry (15% weight)
- C. Percentage of AGE\* economically disadvantaged students who achieve a score of **65** or higher on the Regents exam in Chemistry (70% weight)

*\*AGE = Average Grade Enrollment, computed locally and regionally as the average number of students tested in each of the five required Regents exams.*

**Mathematics:**

All high school mathematics teachers will be assigned a course-specific school-wide score, computed locally, based on the applicable NYS Regents assessments. All examination scores recorded for January and June, grades 9-12, will be used in this calculation.

A sub-score will be determined for the school-wide performance of each of the following subgroups, as compared to the regional (WNYRIC) average for similar students.

The overall score for the locally-selected measures subcomponent will be determined as the weighted average of the sub-scores, rounded to the nearest whole number.

Algebra:

- A. Percentage of all students who achieve a score of **65** or higher on the Regents exam in Algebra, Common Core (10% weight)
- B. Percentage of all students who achieve a score of **85** or higher on the Regents exam in Algebra, Common Core (10% weight)
- C. Percentage of economically disadvantaged students who achieve a score of **65** or higher on the Regents exam in Algebra, Common Core (70% weight)
- D. Percentage of students with disabilities who achieve a score of **55** or higher on the Regents exam in Algebra, Common Core (10% weight)

Geometry:

- A. Percentage of AGE\* who achieve a score of **65** or higher on the Regents exam in Geometry\*\* (15% weight)
- B. Percentage of AGE\* who achieve a score of **85** or higher on the Regents exam in Geometry\*\* (15% weight)
- C. Percentage of AGE\* economically disadvantaged students who achieve a score of **65** or higher on the Regents exam in Geometry\*\* (70% weight)

Algebra 2/Trigonometry:

- A. Percentage of AGE\* who achieve a score of **65** or higher on the Regents exam in Algebra 2/Trigonometry (15% weight)
- B. Percentage of AGE\* who achieve a score of **85** or higher on the Regents exam in Algebra 2/Trigonometry (15% weight)
- C. Percentage of AGE\* economically disadvantaged students who achieve a score of **65** or higher on the Regents exam in Algebra 2/Trigonometry (70% weight)

*\*AGE = Average Grade Enrollment, computed locally and regionally as the average number of students tested in each of the five required Regents exams.*

*\*\*All students completing the Geometry course in January 2015 will take the NYS Regents Assessment in Geometry (2005 Standards). All students completing the Geometry course in June 2015 and thereafter will take the NYS Regents Assessment in Geometry (Common Core). The local measure for Geometry teachers will be calculated based on school-wide results on each exam as compared to regional (WNYRIC) results on the same exams.*

**English Language Arts:**

All high school English teachers will be assigned a school-wide score, computed locally, based on the annual achievement on the Comprehensive English Regents Exam or Regents Exam in ELA (Common Core), as applicable.\* All examination scores recorded for January and June, grades 9-12, will be used in this calculation.

A sub-score will be determined for the school-wide performance of each of the following subgroups, as compared to the regional (WNYRIC) average for similar students:

- A. Percentage of all students who achieve a score of **65** or higher on the Comprehensive/Common Core English Regents exam (10% weight)
- B. Percentage of all students who achieve a score of **85** or higher on the Comprehensive/Common Core English Regents exam (10% weight)
- C. Percentage of economically disadvantaged students who achieve a score of **65** or higher on the Comprehensive/Common Core English Regents exam (70% weight)
- D. Percentage of students with disabilities who achieve a score of **55** or higher on the Comprehensive/Common Core English Regents exam (10% weight)

The overall score for the locally-selected measures subcomponent will be determined as the weighted average of the sub-scores, rounded to the nearest whole number.

**All Remaining Teachers:**

All remaining high school teachers will be assigned a school-wide score, computed locally, based on the annual achievement on the Comprehensive English Regents Exam or Regents Exam in ELA (Common Core), as applicable.\* This measure shall represent the contribution of all teachers to a school-wide focus on literacy, as required by the Common Core Learning Standards for Literacy for the Technical Subjects. All examination scores recorded for January and June, grades 9-12, will be used in this calculation.

A sub-score will be determined for the school-wide performance of each of the following subgroups, as compared to the regional (WNYRIC) average for similar students:

- A. Percentage of all students who achieve a score of **65** or higher on the Comprehensive/Common Core English Regents exam (10% weight)
- B. Percentage of all students who achieve a score of **85** or higher on the Comprehensive/Common Core English Regents exam (10% weight)
- C. Percentage of economically disadvantaged students who achieve a score of **65** or higher on the Comprehensive/Common Core English Regents exam (70% weight)
- D. Percentage of students with disabilities who achieve a score of **55** or higher on the Comprehensive/Common Core English Regents exam (10% weight)

The overall score for the locally-selected measures subcomponent will be determined as the weighted average of the sub-scores, rounded to the nearest whole number.

*\*\*All students completing Grade 11 ELA in the 2014-15 school year will take the NYS Comprehensive ELA Regents Exam (2005 Standards). All students completing Grade 11 ELA in the 2015-16 school year and thereafter will take the NYS Regents Exam in ELA (Common Core). The local measure will be calculated based on school-wide results on the applicable exam, as compared to regional (WNYRIC) results on the same exam.*

### Teachers with More than One Locally-Selected Measure:

Teachers will be assigned a school-wide score based on the Regents exam associated with the course(s) for which they are a teacher of record.

If a teacher is assigned as a teacher of record for more than one course that leads to a Regents exam, they will receive a single school-wide score calculated as the average of the sub-scores for each exam, rounded to the nearest whole number. Each sub-score will be weighted equally in this calculation.

Teachers of social studies, science, mathematics, or English Language Arts who are assigned to only courses that do not lead to a Regents exam will be assigned a single school-wide score based on the average of the sub-scores for all Regents exams in their respective subject area, weighted equally.

### Scoring Examples:

The following examples are provided to illustrate the scoring methodology for locally-selected measures for high school teachers.

#### Example 1:

All Biology teachers are assigned a school-wide score based on the annual results of all students in grades 9-12 on the Regents exam in Living Environment. This score is computed as follows, using the scoring chart on page 1.

		<b>JHS 2013</b>	<b>WNYRIC 2013</b>	<b>ABOVE / (BELOW)</b>	<b>SUB- SCORE</b>
A	Living Environment – 65 or Higher – All Students	71.74%	79.46%	(8%)	11
B	Living Environment – 85 or Higher – All Students	24.46%	36.06%	(12%)	8
C	Living Environment – 65 or Higher – Economically Disadvantaged	65.02%	63.37%	2%	17
D	Living Environment – 55 or Higher – Students with Disabilities	54.90%	72.90%	(18%)	5
<b>OVERALL SCORE</b>					<b>14</b>

In this example, the overall score is calculated as the weighted average of the sub-scores, rounded to the nearest whole number:  
 $(11 \times .10 + 8 \times .10 + 17 \times .70 + 5 \times .10) = 14.3 \rightarrow 14$

All Biology teachers will receive a locally-selected measure subcomponent score of 14, with a rating of Effective.

#### Example 2:

A social studies teacher is assigned three sections of Global History I, two sections of US History & Government, and one section of Government & Economics (grade 12). This score is computed as follows, using the scoring chart on page 1.

		<b>JHS 2013</b>	<b>WNYRIC 2013</b>	<b>ABOVE / (BELOW)</b>	<b>SUB- SCORE</b>
A	Global History – 65 or Higher – All Students	51.39%	68.88%	(17%)	5
B	Global History – 85 or Higher – All Students	14.96%	31.60%	(17%)	5
C	Global History – 65 or Higher – Economically Disadvantaged	41.24%	50.62%	(9%)	10
D	Global History – 55 or Higher – Students with Disabilities	22.35%	54.45%	(32%)	1
A	US History – 65 or Higher – All Students	70.08%	79.35%	(9%)	10
B	US History – 85 or Higher – All Students	30.47%	50.01%	(20%)	4
C	US History – 65 or Higher – Economically Disadvantaged	60.48%	61.73%	(1%)	16
D	US History – 55 or Higher – Students with Disabilities	65.52%	63.05%	2%	17
<b>OVERALL SCORE</b>					<b>11</b>

In this example, sub-scores for both Global History and US History are applied, based on the teacher's course assignment. The overall score is calculated as the weighted average of all sub-scores, rounded to the nearest whole number:

$$[(5 \times .10 + 5 \times .10 + 10 \times .70 + 1 \times .10) + (10 \times .10 + 4 \times .10 + 16 \times .70 + 17 \times .10)] / 2 = [8.1 + 14.3] / 2 = 11.2 \rightarrow 11$$

**Formal Observations:**

Each probationary teacher and each tenured teacher who receives an annual composite rating of Developing or Ineffective shall be scheduled for a minimum of one (1) formal observation annually.

Beginning with the 2014-15 school year, all remaining teachers shall be scheduled for one formal observation in every two year period, provided that they continue to receive an annual composite rating of Effective or Highly Effective.

Additional formal observations may be scheduled for any teacher by mutual consent between teacher and observer.

A formal observation will include a pre-conference and post-conference with the evaluator. The typical duration of a formal observation will be at least 30 minutes and not longer than a full class period. Except in unusual circumstances and by mutual agreement, pre- and post- conferences will occur within five working days before and after the observation. The pre-conference will not be scheduled with less than 24 hours notice, excluding non-workdays.

Formal observations will not be scheduled before September 20 or after May 20. These dates may be adjusted with the consent of the Association. Formal observations will not be scheduled within two working days of a school recess lasting five days or longer.

**Informal Observations:**

All teachers shall be scheduled for a minimum of two (2) informal observations per year.

No more than five informal observations will be conducted in a given year. This maximum may be exceeded by mutual consent.

Informal observations will not be announced, and will have a typical duration of not less than 10 and not more than 30 minutes. Written feedback from the informal observation will be made available to the teacher within two (2) working days following the classroom visit.

Informal observations will not take place prior to September 20 or after June 10. These dates may be adjusted with the consent of the Association. Informal observations will not take place the day prior to or immediately following a school recess lasting five days or longer.

**Summary of Scheduled Observations:**

	Probationary Teachers	Tenured Teachers	
Prior Annual Composite Rating	All	Developing/Ineffective	Effective/Highly Effective
Formal Observations (minimum)	1	1	1 every 2 years
Informal Observations (minimum)	2	2	2

**Scoring Process:**

The overall score will be determined from the ratings assigned on the annual summative evaluation using the Danielson Framework for Teaching teacher practice rubric (Teachscape, 2013). The summative evaluation will be based on cumulative evidence from multiple observations, formal and informal, as well as a structured review of lesson/unit plans and other professional artifacts. During formal and informal observations, evidence will be collected and aligned to the relevant rubric component.

Each component in Domain II (Classroom Environment) and Domain III (Instructional Process) will be assigned a summative rating based on cumulative evidence collected over the course of the school year from multiple classroom observations. Each component in Domain I (Planning & Preparation) and Domain 4 (Professional Responsibilities) will be assigned a summative rating based on the cumulative review of lesson/unit plans, professional artifacts, and other observations of professional practice.

Each component of the rubric will be assigned a summative score based on the demonstrated level of performance for that component:

- Highly Effective = 4
- Effective = 3
- Developing = 2
- Ineffective = 1

Each component score is a summative score, based on cumulative evidence collected over the course of the school year from multiple classroom observations or assessment of professional artifacts and other professional practice.

A score for each domain will be computed as the average of component scores.  
An overall rubric score (1-4) will be computed as the average of domain scores.  
All components and domains will be weighted equally in these calculations.

A majority of the 60 points shall be based on multiple classroom observations.

The final score and HEDI rating for this component will be assigned according to the attached conversion chart, wherein the overall rubric score (1-4) is converted to a component score from 0-60. Normal rounding rules will apply in calculating the overall rubric score to two decimal places, prior to assignment of the component score using the conversion chart.

**Scoring Example:**

	COMPONENT SCORE (1-4)	DOMAIN SCORE
1A	4	
1B	3	
1C	2	
1D	3	
1E	3	
1F	2	
<b>Domain 1</b>		<b>2.833</b>
2A	4	
2B	3	
2C	2	
2D	2	
2E	3	
<b>Domain 2</b>		<b>2.800</b>
3A	3	
3B	3	
3C	3	
3D	2	
3E	2	
<b>Domain 3</b>		<b>2.600</b>
4A	2	
4B	2	
4C	3	
4D	3	
4E	3	
4F	4	
<b>Domain 4</b>		<b>2.833</b>
<b>OVERALL RUBRIC SCORE</b>		<b>2.77</b>

Using the Conversion Chart on the following page:

**APPR Component Score = 57**

**APPR Component Rating = Effective**

**Conversion Chart:**

OVERALL RUBRIC SCORE			APPR COMPONENT SCORE	OVERALL RUBRIC SCORE			APPR COMPONENT SCORE
<b>Highly Effective</b>				<i>(continued)</i>			
3.75	-	4.00	<b>60</b>				
3.50	-	3.74	<b>59</b>	<b>Ineffective</b>			
<b>Effective</b>				1.50	-	1.51	<b>30</b>
3.05	-	3.49	<b>58</b>	1.48	-	1.49	<b>29</b>
2.60	-	3.04	<b>57</b>	1.46	-	1.47	<b>28</b>
<b>Developing</b>				1.44	-	1.45	<b>27</b>
2.41	-	2.59	<b>56</b>	1.42	-	1.43	<b>26</b>
2.26	-	2.40	<b>55</b>	1.40	-	1.41	<b>25</b>
2.14	-	2.25	<b>54</b>	1.38	-	1.39	<b>24</b>
2.05	-	2.13	<b>53</b>	1.36	-	1.37	<b>23</b>
1.98	-	2.04	<b>52</b>	1.34	-	1.35	<b>22</b>
1.93	-	1.97	<b>51</b>	1.32	-	1.33	<b>21</b>
1.90	-	1.92	<b>50</b>	1.30	-	1.31	<b>20</b>
<b>Ineffective</b>				1.28	-	1.29	<b>19</b>
1.88	-	1.89	<b>49</b>	1.26	-	1.27	<b>18</b>
1.86	-	1.87	<b>48</b>	1.24	-	1.25	<b>17</b>
1.84	-	1.85	<b>47</b>	1.22	-	1.23	<b>16</b>
1.82	-	1.83	<b>46</b>	1.20	-	1.21	<b>15</b>
1.80	-	1.81	<b>45</b>	1.18	-	1.19	<b>14</b>
1.78	-	1.79	<b>44</b>	1.16	-	1.17	<b>13</b>
1.76	-	1.77	<b>43</b>	1.14	-	1.15	<b>12</b>
1.74	-	1.75	<b>42</b>	1.12	-	1.13	<b>11</b>
1.72	-	1.73	<b>41</b>	1.10	-	1.11	<b>10</b>
1.70	-	1.71	<b>40</b>			1.09	<b>9</b>
1.68	-	1.69	<b>39</b>			1.08	<b>8</b>
1.66	-	1.67	<b>38</b>			1.07	<b>7</b>
1.64	-	1.65	<b>37</b>			1.06	<b>6</b>
1.62	-	1.63	<b>36</b>			1.05	<b>5</b>
1.60	-	1.61	<b>35</b>			1.04	<b>4</b>
1.58	-	1.59	<b>34</b>			1.03	<b>3</b>
1.56	-	1.57	<b>33</b>			1.02	<b>2</b>
1.54	-	1.55	<b>32</b>			1.01	<b>1</b>
1.52	-	1.53	<b>31</b>			1.00	<b>0</b>

**Annual Professional Performance Review:  
Teacher Improvement Plan**

Upon receiving a composite rating of “Developing” or “Ineffective”, a teacher shall be required to implement a Teacher Improvement Plan.

The purpose of an improvement plan is to guide and assist the educator to strengthen their professional practice in the specific areas identified as in need of improvement based on the summative evaluation. Development and implementation of the plan should include professional conversation designed to provide recommendations, solutions, and resources to improve professional performance.

The teacher will be notified of the need for an improvement plan by the teacher’s building principal and lead evaluator, if other than the building principal. The plan will be developed collaboratively by the building principal and/or lead evaluator, with the participation of other district administrators where applicable. The teacher whose performance requires improvement is encouraged to provide input into the plan, and will have an opportunity to do so.

The plan will include:

- A) identified area(s) in need of improvement,
- B) a timeline for achieving improvement,
- C) the manner in which progress will be monitored, to include a minimum of two progress meetings during the year, and
- D) where appropriate, differentiated activities to support the necessary improvement.

## Teacher Improvement Plan

<b>Teacher</b>	
<b>School</b>	
<b>Plan Supervisor(s)</b>	

**Area(s) in Need of Improvement:**

**Timeline for Achieving Improvement:**

**Manner in Which Progress will be Monitored:**

**Differentiated Activities to Support the Necessary Improvement:**

\_\_\_\_\_  
Teacher

\_\_\_\_\_  
Date

\_\_\_\_\_  
Principal

\_\_\_\_\_  
Date

\_\_\_\_\_  
Lead Evaluator (if other than above)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Other District Administrator (if applicable)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Superintendent

\_\_\_\_\_  
Date

cc: *Superintendent, Personnel File*

For each baseline assessment, the district will establish performance levels that reflect the student’s academic readiness at the start of the course. The district will establish scoring ranges for each performance level to ensure that expectations for student growth are rigorous and comparable across classrooms. Performance levels for summative assessments will be as established for New York State Assessments.

For each student tested in a given school, individual growth will be measured based on the degree to which academic progress is demonstrated from the baseline assessment to the summative assessment. Each student’s progress in learning will be assigned a number of growth points from 0 to 3, as indicated in the table below. The growth points represent tiered growth targets, based on the degree of student growth from the baseline assessment.

Performance Level		Summative Assessment: NYS Assessment in ELA or Math, Grade 3			
		Level 1	Level 2	Level 3	Level 4
Baseline Assessment	Level 1	0	1	2	3
	Level 2	0	1	2	3
	Level 3	0	0	1	2
	Level 4	0	0	1	2

The average number of growth points recorded for all students in the school will be the basis for determination of the SLO score and HEDI rating, to be assigned according to the following table.

Performance Rating	Points	Average Growth Points
Highly Effective	20	2.0+
	19	1.9
	18	1.8
Effective	17	1.7
	16	1.6
	15	1.5
	14	1.4
	13	1.3
	12	1.2
	11	1.1
	10	1.0
Developing	9	0.9
	8	0.8
	7	0.7
	6	0.6
	5	0.5
	4	0.4
Ineffective	3	0.3
	2	0.2
	1	0.1
	0	0.0

For elementary principals, the overall score for the growth subcomponent will be computed as the weighted average of the SLO score (NYS Grade 3 ELA and Math assessments), and the State-provided Growth Score (NYS Grade 4 ELA and Math assessments). The State-provided Growth Score will be weighted proportionally with the SLO score, according to the number of students within each SLO. The weighted average will be rounded to the nearest whole number to assign a single growth subcomponent score.

**Middle School Principals (5-8):**

All middle school principals will be assigned a school-wide measure, computed locally, based on the percentage of students in the school whose Student Growth Percentile (SGP) is above the State Median SGP on NYS Assessments in ELA and Math, Grades 5-8.

A score for each principal will be determined based on the data provided in the New York State Growth Report for their assigned school. Using the “Percent of Students Above State Median” as reported in the New York State Growth Report, a sub-score will be determined for each of the following performance areas:

- A. ELA: All Students, Grades 5-8
- B. Math: All Students, Grades 5-8
- C. Economically Disadvantaged Students: ELA & Math, Grades 5-8
- D. Students with Disabilities: ELA & Math, Grades 5-8

The following table in will be used to assign a sub-score from 0-20 for each performance area listed above:

		<b>% Above State Median</b>
<b>Ineffective</b>	<b>0</b>	0 to 8
	<b>1</b>	9 to 16
	<b>2</b>	17 to 20
<b>Developing</b>	<b>3</b>	21 to 24
	<b>4</b>	25 to 27
	<b>5</b>	28 to 30
	<b>6</b>	31 to 33
	<b>7</b>	34 to 36
	<b>8</b>	37 to 40
<b>Effective</b>	<b>9</b>	41 to 42
	<b>10</b>	43 to 44
	<b>11</b>	45 to 46
	<b>12</b>	47 to 48
	<b>13</b>	49 to 50
	<b>14</b>	51 to 52
	<b>15</b>	53 to 54
	<b>16</b>	55 to 57
	<b>17</b>	58 to 60
<b>Highly Effective</b>	<b>18</b>	61 to 65
	<b>19</b>	66 to 70
	<b>20</b>	71 to 100

The overall score for the locally-selected measures subcomponent will be determined as the average of the sub-scores, rounded to the nearest whole number. Each sub-score will be weighted equally in this calculation.

**High School Principal (9-12):**

The high school principal will be assigned a school-wide measure, computed locally, based on the attainment of improved graduation rates, relative to the previous years' average graduation rate.

Performance goals will be established for improved graduation rate in for the following accountability groups and subgroups:

- A. 4-Year (August) Total Cohort Graduation Rate for All Students
- B. 4-Year (August) Total Cohort Graduation Rate for Economically Disadvantaged Students
- C. 5-Year (June) Total Cohort Graduation Rate for All Students
- D. 5-Year (June) Total Cohort Graduation Rate for Economically Disadvantaged Students
- E. 5-Year (June) Total Cohort Graduation Rate for Students with Disabilities

Performance goals for all groups and subgroups shall be computed as follows, consistent with the methodology applied to the New York State Accountability Report, Graduation Rate Progress Targets:

**Expected Increase % = (80% - Previous Years' Average Achievement)/5**, rounded to the nearest whole percentage

Example:

Data for the 2006-2008 Total Cohorts indicates that the average 4-Year (August) Graduation Rate for Economically Disadvantaged Students is 51.4%.

The expected increase for the 2009 Total Cohort will be  $(80\% - 51.4\%) \div 5 = 28.6\% \div 5 = 5.72\%$ , rounded to 6%.

A performance goal will also be established for improved graduation rate for the following aspirational performance measure, computed as indicated:

- F. 4-Year (June) Percentage of Total Cohort who earn a Regents Diploma with Advanced Designation

**Expected Increase % = 10% x Previous Years' Achievement**, rounded to the nearest whole percentage

Example:

Data for the 2006-2008 Total Cohorts indicates that the average 4-Year (June) Percentage of Regents Diploma with Advanced Designation was 26.8%.

The expected increase for the 2009 Total Cohort will be  $10\% \times 26.8\% = 2.68\%$ , rounded to 3%.

A sub-score shall be assigned for each performance goal (A-F) using the scoring chart provided on the following page.

The overall score for the locally-selected measures subcomponent will be determined as the average of the sub-scores, rounded to the nearest whole number. Each sub-score will be weighted equally in this calculation.

**Principals with Value-Added Measures:**

If the Board of Regents adopts value-added measures as the Growth component for middle school principals (grades 5-8) or the high school principal (grades 9-12), the locally selected measure for these principals will be converted from a 20-point score (computed as described above) to a 15-point score.

The following table will be used to for this conversion:

	Ineffective			Developing					Effective					Highly Effective		
Original Score	0	1	2	3-4	5	6	7	8	9-10	11-12	13	14-15	16	17	18-19	20
Converted Score	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

EXPECTED INCREASE	WELL-ABOVE DISTRICT EXPECTATIONS			MEETS DISTRICT EXPECTATIONS									BELOW DISTRICT EXPECTATIONS						WELL-BELOW DISTRICT EXPECTATIONS		
	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
1%	3%	2.5%	2%	1%	0.95%	0.9%	0.85%	0.8%	0.75%	0.7%	0.6%	0.5%	0.4%	0.3%	0.2%	0.1%	0.05%	0%	-0.1%	-1.1%	-2.1%
	&	to	to	to	to	to	to	to	to	to	to	to	to	to	to	to	to	to	to	to	&
	up	2.9%	2.4%	1.9%	0.99%	0.94%	0.89%	0.84%	0.79%	0.74%	0.69%	0.59%	0.49%	0.39%	0.29%	0.19%	0.09%	0.04%	-1%	-2%	less
2%	4%	3.5%	3%	2%	1.9%	1.8%	1.7%	1.6%	1.5%	1.4%	1.2%	1%	0.8%	0.6%	0.4%	0.2%	0.1%	0%	-0.1%	-1.1%	-2.1%
	&	to	to	to	to	to	to	to	to	to	to	to	to	to	to	to	to	to	to	to	&
	up	3.9%	3.4%	2.9%	1.99%	1.89%	1.79%	1.69%	1.59%	1.49%	1.39%	1.19%	0.99%	0.79%	0.59%	0.39%	0.19%	0.09%	-1%	-2%	less
3%	5%	4.5%	4%	3%	2.9%	2.7%	2.5%	2.3%	2.1%	1.9%	1.7%	1.5%	1.2%	0.9%	0.6%	0.4%	0.2%	0%	-0.1%	-1.1%	-2.1%
	&	to	to	to	to	to	to	to	to	to	to	to	to	to	to	to	to	to	to	to	&
	up	4.9%	4.4%	3.9%	2.9%	2.8%	2.6%	2.4%	2.2%	2.0%	1.8%	1.6%	1.4%	1.1%	0.8%	0.5%	0.3%	0.1%	-1%	-2%	less
4%	6%	5.5%	5%	4%	3.8%	3.6%	3.4%	3.2%	2.9%	2.6%	2.3%	2%	1.6%	1.2%	0.9%	0.6%	0.3%	0%	-0.1%	-1.1%	-2.1%
	&	to	to	to	to	to	to	to	to	to	to	to	to	to	to	to	to	to	to	to	&
	up	5.9%	5.4%	4.9%	3.9%	3.7%	3.5%	3.3%	3.1%	2.8%	2.5%	2.2%	1.9%	1.5%	1.1%	0.8%	0.5%	0.2%	-1%	-2%	less
5%	7%	6.5%	6%	5%	4.8%	4.5%	4.2%	3.9%	3.6%	3.3%	2.9%	2.5%	2%	1.6%	1.2%	0.8%	0.4%	0%	-0.1%	-1.1%	-2.1%
	&	to	to	to	to	to	to	to	to	to	to	to	to	to	to	to	to	to	to	to	&
	up	6.9%	6.4%	5.9%	4.9%	4.7%	4.4%	4.1%	3.8%	3.5%	3.2%	2.8%	2.4%	1.9%	1.5%	1.1%	0.7%	0.3%	-1%	-2%	less
6%	8%	7.5%	7%	6%	5.7%	5.4%	5.0%	4.6%	4.2%	3.8%	3.4%	3%	2.5%	2%	1.5%	1.0%	0.5%	0%	-0.1%	-1.1%	-2.1%
	&	to	to	to	to	to	to	to	to	to	to	to	to	to	to	to	to	to	to	to	&
	up	7.9%	7.4%	6.9%	5.9%	5.6%	5.3%	4.9%	4.5%	4.1%	3.7%	3.3%	2.9%	2.4%	1.9%	1.4%	0.9%	0.4%	-1%	-2%	less
7%	9%	8.5%	8%	7%	6.6%	6.2%	5.8%	5.4%	5.0%	4.5%	4.0%	3.5%	2.9%	2.3%	1.7%	1.1%	0.5%	0%	-0.1%	-1.1%	-2.1%
	&	to	to	to	to	to	to	to	to	to	to	to	to	to	to	to	to	to	to	to	&
	up	8.9%	8.4%	7.9%	6.9%	6.5%	6.1%	5.7%	5.3%	4.9%	4.4%	3.9%	3.4%	2.8%	2.2%	1.6%	1.0%	0.4%	-1%	-2%	less
8%	10%	9.5%	9%	8%	7.5%	7.0%	6.5%	6.0%	5.5%	5.0%	4.5%	4%	3.3%	2.6%	1.9%	1.2%	0.6%	0%	-0.1%	-1.1%	-2.1%
	&	to	to	to	to	to	to	to	to	to	to	to	to	to	to	to	to	to	to	to	&
	up	9.9%	9.4%	8.9%	7.9%	7.4%	6.9%	6.4%	5.9%	5.4%	4.9%	4.4%	3.9%	3.2%	2.5%	1.8%	1.1%	0.5%	-1%	-2%	less
9%	11%	10.5%	10%	9%	8.4%	7.8%	7.2%	6.6%	6.0%	5.5%	5.0%	4.5%	3.7%	2.9%	2.1%	1.4%	0.7%	0%	-0.1%	-1.1%	-2.1%
	&	to	to	to	to	to	to	to	to	to	to	to	to	to	to	to	to	to	to	to	&
	up	10.9%	10.4%	9.9%	8.9%	8.3%	7.7%	7.1%	6.5%	5.9%	5.4%	4.9%	4.4%	3.6%	2.8%	2.0%	1.3%	0.6%	-1%	-2%	less

**Elementary Principals (K-4):**

A locally computed score for elementary school principals will be based on student performance on NYS assessments in ELA & Math, Grades 3 & 4.

Grade 4:

Using the “Percent of Students Above State Median” as reported in the New York State Growth Report for each school, a sub-score will be assigned for each performance area, using the HEDI scale that follows:

- A. ELA: All Students, Grade 4
- B. Math: All Students, Grade 4

Ineffective			Developing						Effective									Highly Effective		
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
0-8	9-16	17-20	21-24	25-27	28-30	31-33	34-36	37-40	41-42	43-44	45-46	47-48	49-50	51-52	53-54	55-57	58-60	61-65	66-70	71-100

Grade 3:

A sub-score will be assigned for each performance area, based on the percentage point difference in the achievement of all students tested in the school, as compared to the regional (WNYRIC) average:

- C. Level 3 or Higher, All Students, ELA & Math (combined)
- D. Level 2 or Higher, All Students, ELA & Math (combined)

Grades 3 & 4:

A sub-score will be assigned for each performance area, based on the percentage point difference in the achievement of all students tested in the school, as compared to the regional (WNYRIC) average for similar students:

- E. Economically Disadvantaged Students: Level 3 or Higher, ELA & Math (combined)
- F. Students with Disabilities: Level 2 or Higher, ELA & Math (combined)

The regional (WNYRIC) average will be determined based on data obtained from the WNYRIC Level 1 Data Warehouse. Each sub-score (C-F) will be assigned using the HEDI scale on the following page.

For each elementary principal, a sub-score will be assigned for each performance area listed above (A-F).

The overall score for the locally-selected measures subcomponent will be determined as the average of the sub-scores, rounded to the nearest whole number. Each sub-score will be weighted equally in this calculation.

	Sub-Score	School-wide Results Above or (Below) WNYRIC Average for Similar Students
<b>Highly Effective</b>	<b>20</b>	11% or above
	<b>19</b>	8% to 10%
	<b>18</b>	5% to 7%
<b>Effective</b>	<b>17</b>	2% to 4%
	<b>16</b>	(1%) to 1%
	<b>15</b>	(3%) to (2%)
	<b>14</b>	(5%) to (4%)
	<b>13</b>	(6%)
	<b>12</b>	(7%)
	<b>11</b>	(8%)
	<b>10</b>	(9%)
	<b>9</b>	(10%)
	<b>Developing</b>	<b>8</b>
<b>7</b>		(14%) to (13%)
<b>6</b>		(16%) to (15%)
<b>5</b>		(19%) to (17%)
<b>4</b>		(22%) to (20%)
<b>3</b>		(25%) to (23%)
<b>Ineffective</b>	<b>2</b>	(30%) to (26%)
	<b>1</b>	(35%) to (31%)
	<b>0</b>	(36%) or below

**Scoring Process:**

The overall score will be determined from the ratings assigned on the annual summative evaluation using the Multidimensional Principal Performance Rubric (MPPR). The summative evaluation shall be based on cumulative evidence collected over the course of the year from multiple school visits, formal and informal, as well as a structured review of professional artifacts.

Each dimension of the MPPR will be assigned a summative score based on the demonstrated level of performance for that dimension:

Highly Effective = 4

Effective = 3

Developing = 2

Ineffective = 1

Each dimension score is a summative score, based on cumulative evidence collected over the course of the school year from multiple school visits or assessment of professional artifacts and other professional practice.

An overall rubric score (1-4) will be computed as the average of dimension scores. All dimensions will be weighted equally in these calculations.

The final score and HEDI rating for this component will be assigned according to the attached conversion chart, wherein the overall rubric score (1-4) is converted to a component score from 0-60. Normal rounding rules will apply in calculating the overall rubric score to two decimal places, prior to assignment of the component score using the conversion chart.

**See the following page for an illustrative example of the scoring methodology.**

**SCORING EXAMPLE:**

		<b>RATING</b>	<b>SCORE</b>
<b>Domain 1</b>	<b>Shared Vision of Learning</b>		
1.1	Culture	D	2
1.2	Sustainability	D	2
<b>Domain 2</b>	<b>School Culture and Instructional Program</b>		
2.1	Culture	E	3
2.2	Instructional Program	E	3
2.3	Capacity Building	E	3
2.4	Sustainability	E	3
2.5	Strategic Planning Process	D	2
<b>Domain 3</b>	<b>Safe, Efficient, Effective Learning Environment</b>		
3.1	Capacity Building	E	3
3.2	Culture	E	3
3.3	Sustainability	E	3
3.4	Instructional Program	E	3
<b>Domain 4</b>	<b>Community</b>		
4.1	Strategic Planning Process	D	2
4.2	Culture	E	3
4.3	Sustainability	D	2
<b>Domain 5</b>	<b>Integrity, Fairness, Ethics</b>		
5.1	Sustainability	H	4
5.2	Culture	H	4
<b>Domain 6</b>	<b>Political, Social, Economic, Legal, and Cultural Context</b>		
6.1	Sustainability	E	3
6.2	Culture	E	3
	<b>OVERALL RUBRIC SCORE (AVERAGE)</b>		<b>2.83</b>
	<b>APPR COMPONENT SCORE</b>		<b>57</b>
	<b>APPR COMPONENT RATING</b>		<b>EFFECTIVE</b>

**Conversion Chart:**

OVERALL RUBRIC SCORE			APPR COMPONENT SCORE	OVERALL RUBRIC SCORE			APPR COMPONENT SCORE
<b>Highly Effective</b>				<i>(continued)</i>			
3.75	-	4.00	<b>60</b>				
3.50	-	3.74	<b>59</b>	<b>Ineffective</b>			
<b>Effective</b>				1.50	-	1.51	<b>30</b>
3.05	-	3.49	<b>58</b>	1.48	-	1.49	<b>29</b>
2.60	-	3.04	<b>57</b>	1.46	-	1.47	<b>28</b>
<b>Developing</b>				1.44	-	1.45	<b>27</b>
2.41	-	2.59	<b>56</b>	1.42	-	1.43	<b>26</b>
2.26	-	2.40	<b>55</b>	1.40	-	1.41	<b>25</b>
2.14	-	2.25	<b>54</b>	1.38	-	1.39	<b>24</b>
2.05	-	2.13	<b>53</b>	1.36	-	1.37	<b>23</b>
1.98	-	2.04	<b>52</b>	1.34	-	1.35	<b>22</b>
1.93	-	1.97	<b>51</b>	1.32	-	1.33	<b>21</b>
1.90	-	1.92	<b>50</b>	1.30	-	1.31	<b>20</b>
<b>Ineffective</b>				1.28	-	1.29	<b>19</b>
1.88	-	1.89	<b>49</b>	1.26	-	1.27	<b>18</b>
1.86	-	1.87	<b>48</b>	1.24	-	1.25	<b>17</b>
1.84	-	1.85	<b>47</b>	1.22	-	1.23	<b>16</b>
1.82	-	1.83	<b>46</b>	1.20	-	1.21	<b>15</b>
1.80	-	1.81	<b>45</b>	1.18	-	1.19	<b>14</b>
1.78	-	1.79	<b>44</b>	1.16	-	1.17	<b>13</b>
1.76	-	1.77	<b>43</b>	1.14	-	1.15	<b>12</b>
1.74	-	1.75	<b>42</b>	1.12	-	1.13	<b>11</b>
1.72	-	1.73	<b>41</b>	1.10	-	1.11	<b>10</b>
1.70	-	1.71	<b>40</b>			1.09	<b>9</b>
1.68	-	1.69	<b>39</b>			1.08	<b>8</b>
1.66	-	1.67	<b>38</b>			1.07	<b>7</b>
1.64	-	1.65	<b>37</b>			1.06	<b>6</b>
1.62	-	1.63	<b>36</b>			1.05	<b>5</b>
1.60	-	1.61	<b>35</b>			1.04	<b>4</b>
1.58	-	1.59	<b>34</b>			1.03	<b>3</b>
1.56	-	1.57	<b>33</b>			1.02	<b>2</b>
1.54	-	1.55	<b>32</b>			1.01	<b>1</b>
1.52	-	1.53	<b>31</b>			1.00	<b>0</b>

**Annual Professional Performance Review:  
Principal Improvement Plan**

Upon receiving a composite rating of “Developing” or “Ineffective”, a principal shall be required to implement a Principal Improvement Plan.

Both the Jamestown Principals Association and the District recognize that the purpose of an improvement plan is to guide and assist the principal to strengthen their professional practice in the specific areas identified as in need of improvement based on the summative evaluation. Development and implementation of the plan should include professional conversation designed to provide recommendations, solutions, and resources to improve principal performance.

The principal will be notified of the need for an improvement plan by the immediate supervisor and/or lead evaluator. The plan will be developed by the immediate supervisor, in cooperation with other district administrators where applicable. The principal will have an opportunity to provide input into the plan.

The plan will include:

- A) identified area(s) in need of improvement,
- B) a timeline for achieving improvement,
- C) the manner in which progress will be monitored, to include a minimum of two progress meetings during the year, and
- D) where appropriate, differentiated activities to support the necessary improvement.

## Principal Improvement Plan

<b>Principal</b>	
<b>School</b>	
<b>Plan Supervisor(s)</b>	

### Area(s) in Need of Improvement:

--

### Timeline for Achieving Improvement:

--

### Manner in Which Progress will be Monitored:

--

**Differentiated Activities to Support the Necessary Improvement:**

[Empty box for differentiated activities]

\_\_\_\_\_  
Principal

\_\_\_\_\_  
Date

\_\_\_\_\_  
Administrative Supervisor

\_\_\_\_\_  
Date

\_\_\_\_\_  
Other District Administrator (if applicable)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Superintendent

\_\_\_\_\_  
Date

cc: *Superintendent, Personnel File*

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

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

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

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

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

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

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

- Assure that, for teachers, all NYS Teaching Standards are assessed at least once per year, and, for principals, all Leadership Standards are assessed at least once per year
- Assure that it is possible for a teacher or principal to obtain each point in the scoring ranges, including 0 for each subcomponent and that the APPR Plan describes the process for assigning points for each subcomponent
- Assure that locally-selected measures are rigorous and comparable across all classrooms (for teachers, the same locally-selected measure is used across a subject and/or grade level; for principals, the same locally-selected measure must be used for all principals in the same or similar program or grade configuration)
- Assure that, if more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that, if more than one type of locally-selected measure is used for principals in the same or similar grade configuration or program, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that the process for assigning points for all subcomponents and the composite scores will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators' performance in ways that improve student learning and instruction
- Assure that district or BOCES will develop SLOs according to the rules and/or guidance established by SED and that past academic performance and / or baseline academic data of students is taken into account when developing an SLO
- Assure that Student Growth/Value Added Measure will be used where applicable
- Assure that any material changes to this APPR Plan will be submitted to the Commissioner for approval as soon as practicable and/or in a timeframe prescribed by the Commissioner
- Assure that this APPR Plan applies to all classroom teachers and building principals as defined in the statute, regulations and SED guidance
- Assure that the district or BOCES will provide the Department with any information necessary to conduct annual monitoring pursuant to the regulations
- Assure that any third party assessment that is administered for use to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.

**Signatures, dates**

Superintendent Signature:    Date:

*J. Q. Main*                      2/3/15

Teachers Union President Signature:    Date:

*Christopher Reilly*                      2/3/15

Administrative Union President Signature:    Date:

*Paul Cant*                                      2/3/15

Board of Education President Signature:    Date:

*Jon D. Dimas*                                      2/3/15

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

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

Superintendent / District Superintendent / Chancellor Signature:      Date:

*Jim Q. Mann*      2/3/15