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

Commissioner of Education
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August 30, 2013

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 for the 2012-2013 school year. As a reminder, we are relying on the information you provided on your APPR form, including the certifications and assurances that are part of your approved APPR. If any material changes are made to your approved APPR plan, your district/BOCES must submit such material changes to us for approval. Please see the attached notes for further information.

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

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

Thank you again for your hard work.

Sincerely,

John B. King, Jr.
Commissioner

Attachment

c: Dr. David O'Rourke

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

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

Annual Professional Performance Reviews: 2012-13

Created Friday, May 04, 2012
Updated Tuesday, August 27, 2013

1

Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

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

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

(No response)

1.4) Award Classification

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

(No response)

1.5) Assurances

Please check all of the boxes below:

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

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

Submission of material changes to an approved APPR plan

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

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

Multi-year, please specify the years:: 2012-2014

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

Created Saturday, June 16, 2012
Updated Tuesday, August 27, 2013

Page 1

STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

State assessments (or Regents or Regent equivalents), *required if one exists*
If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

2.2) Grades K-3 ELA

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	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	District, regional or BOCES-developed assessment	JCSD-Developed Grade 6 Science Assessment

7	District, regional or BOCES-developed assessment	JCSD-Developed Grade 7 Science Assessment

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	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	District, regional or BOCES-developed assessment	JCSD-Developed Grade 6 Social Studies Assessment
7	District, regional or BOCES-developed assessment	JCSD-Developed Grade 7 Social Studies Assessment
8	District, regional or BOCES-developed assessment	JCSD-Developed Grade 8 Social Studies Assessment

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

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

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

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

2.8) High School Math Regents Courses

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

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

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

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

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

2.9) 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 English Language Arts Regents Assessment
Grade 10 ELA	School-/BOCES-wide group/team results based on State assessments	NYS Comprehensive English Language Arts Regents Assessment
Grade 11 ELA	Regents assessment	NYS Comprehensive 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 student performance.

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

2.10) All Other Courses

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

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

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

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

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

(No response)

2.11) HEDI Tables or Graphics

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

assets/survey-uploads/5364/143305-TXEtxx9bQW/Appendix 2.11_10.pdf

2.12) Locally Developed Controls

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

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

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

3. Local Measures (Teachers)

Created Friday, May 18, 2012
Updated Thursday, August 29, 2013

Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

Growth or achievement measure(s) from these options.
One or more of the following types of local measures of student growth or achievement may be used for the evaluation of teachers. The options in the drop-down menus below are abbreviated from the following list:

Measures based on:

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

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

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	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 assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
4	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/5139/130961-rhJdBgDruP/Appendix 3.3.pdf

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

Growth or achievement measure(s) from these options.
One or more of the following types of local measures of student growth or achievement may be used for the evaluation of teachers. The options in the drop-down menus below are abbreviated from the following list:

Measures based on:

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

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

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

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

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

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

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

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

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

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	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 assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
K	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 assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
6	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 assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
6	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 assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	6(ii) School wide measure computed locally	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 assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	6(ii) School wide measure computed locally	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 assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	6(ii) School wide measure computed locally	NYS Integrated Algebra Regents Assessment
Geometry	6(ii) School wide measure computed locally	NYS Geometry Regents Assessment
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.

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

3.11) High School English Language Arts

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

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

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

Grade 11 ELA	6(ii) School wide measure computed locally	NYS Comprehensive English Regents Assessment

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

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

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

3.12) All Other Courses

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

	Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
	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, All Other Teachers	6(ii) School wide measure computed locally	NYS Comprehensive 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.

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.	Grades K-8: See Appendix 3.3 Grades 9-12: 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.	Grades K-8: See Appendix 3.3 Grades 9-12: See Appendix 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Grades K-8: See Appendix 3.3 Grades 9-12: See Appendix 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Grades K-8: See Appendix 3.3 Grades 9-12: See Appendix 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Grades K-8: See Appendix 3.3 Grades 9-12: See Appendix 3.13

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

(No response)

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/5139/130961-y92vNseFa4/Appendix 3.13_8.pdf

3.14) Locally Developed Controls

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

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

4. Other Measures of Effectiveness (Teachers)

Created Friday, May 04, 2012
Updated Tuesday, August 27, 2013

Page 1

4.1) Teacher Practice Rubric

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

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

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

Danielson's Framework for Teaching (2011 Revised Edition)

(No response)

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

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

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	32
One or more observation(s) by trained independent evaluators	(No response)
Observations by trained in-school peer teachers	(No response)
Feedback from students using State-approved survey tool	(No response)
Feedback from parents/caregivers using State-approved survey tool	(No response)
Structured reviews of lesson plans, student portfolios and other teacher artifacts	28

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

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/5091/125271-eka9yMJ855/Appendix 4.5_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 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

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- In Person

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- In Person

5. Composite Scoring (Teachers)

Created Saturday, June 16, 2012
Updated Tuesday, August 27, 2013

Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (60 points)

Overall Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

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

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (60 points)

Overall Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

Created Saturday, June 16, 2012
Updated Tuesday, August 27, 2013

Page 1

6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/5265/143307-Df0w3Xx5v6/Teacher Improvement Plan_2.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.

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. If a teacher is challenging the issuance of a Teacher Improvement Plan (TIP), the appeal must be filed within 15 working days of the issuance of such a plan. The failure to file an appeal within these timeframes 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 and Certification of Lead Evaluators and Evaluators

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

The 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 evaluators have received the training required to complete the performance reviews as described above. The district will ensure that the 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

- Checked

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Sunday, June 17, 2012
Updated Tuesday, August 27, 2013

Page 1

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

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

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

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

5-8
9-12
(No response)
(No response)
(No response)
(No response)
(No response)

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
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.

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/5365/143371-lha0DogRNw/Appendix 7.3_3.pdf

7.4) Special Considerations for Comparable Growth Measures

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

associated with the controls or adjustments.

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

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: http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html.	Checked
7.6) Assurances -- Comparable Growth Measures | Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educator performance in ways that improve student learning and instruction.	Checked
7.6) Assurances -- Comparable Growth Measures | Assure that it is possible for a principal to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
7.6) Assurances -- Comparable Growth Measures | Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

8. Local Measures (Principals)

Created Sunday, June 17, 2012
Updated Tuesday, August 27, 2013

Page 1

Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

In the table below, list all of the grade configurations used in your district or BOCES (e.g., K-5, 6-8, 9-12). Then for each grade configuration, select a local measure from the menu.
Note: Districts and BOCES may select one or more types of growth or achievement measures for each grade configuration. If you are using more than one type of local measure for the evaluation of principals in a given grade configuration, list that grade configuration multiple times. If more space is needed, duplicate this portion of the form and upload additional pages (below) as an attachment.

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

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

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

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

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

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

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

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

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

	Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
	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/5366/143369-qBFVOWF7fC/Appendix 8.1.pdf

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

In the table below, list all of the grade configurations used in your district or BOCES (e.g., K-5, 6-8, 9-12). Then for each grade configuration, select a local measure from the menu.
Note: Districts and BOCES may select one or more types of growth or achievement measures for each grade configuration. If you are using more than one type of local measure for the evaluation of principals in a given grade configuration, list that grade configuration multiple times. If more space is needed, duplicate this portion of the form and upload additional pages (below) as an attachment.

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

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

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
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/5366/143369-T8MlGWUVm1/Appendix 8.2_3.pdf

8.3) Locally Developed Controls

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

controls or adjustments.

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

9. Other Measures of Effectiveness (Principals)

Created Sunday, June 17, 2012
Updated Tuesday, August 27, 2013

Page 1

9.1) Principal Practice Rubric

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

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

Marshall's Principal Evaluation Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

Yes

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

(No response)

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

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

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

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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

NYC School Survey-2012 Parent Survey	(No response)
NYC School Survey-2012 Student Survey	(No response)
NYC School Survey-2012 Teacher Survey	(No response)

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

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/5143/143370-pMADJ4gk6R/Appendix 9.7_2.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)

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Updated Tuesday, August 27, 2013

Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (60 points)

Overall Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (60 points)

Overall Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Sunday, June 17, 2012
Updated Tuesday, August 27, 2013

Page 1

11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

assets/survey-uploads/5276/143372-Df0w3Xx5v6/Principal Improvement Plan_2.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.

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. If a principal is challenging the issuance of a Principal Improvement Plan (PIP), the appeal must be filed within 15 working days of the issuance of such a plan. The failure to file an appeal within these timeframes 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 and Certification of Lead Evaluators and Evaluators

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

The 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 Network Team Equivalent, 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.

The district will ensure that evaluators maintain inter-rater reliability over time through ongoing training and calibration to ensure consistent application of the rubric based on evidence collected. 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

- Checked

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Friday, May 18, 2012
Updated Friday, August 30, 2013

Page 1

12.1)Upload the Joint Certification of the APPR Plan

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

assets/survey-uploads/5581/130960-3Uqgn5g9Iu/2012-13 APPR Certification 2013-8-30.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.

Scoring Process:

The overall score will be determined from the ratings assigned on the annual summative evaluation using the approved rubric. The summative evaluation shall 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.

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 = 3.85
Developing = 3.63
Ineffective = 0

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.

Each domain of the rubric will be assigned a weighted point value:

** Domain I = 14 points
* Domain II = 14 points
* Domain III = 18 points
** Domain IV = 14 points

* A total of 32 points is based on formal and informal observations.
** A total of 28 points is based on structured reviews of lesson/unit plans, professional artifacts, and other observations of professional practice.

The domain score will be determined as a percentage of the maximum total component rating for that domain, multiplied by the weighted domain value. The overall score will be the sum of the domain scores, rounded to the nearest whole number.

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

Example:

PERFORMANCE LEVEL:	***HIGHLY EFFECTIVE (H)***		***EFFECTIVE (H)***		***DEVELOPING (D)***		***INEFFECTIVE (I)***	
RUBRIC VALUE:	***4***		***3.85***		***3.63***		***0***	
				(a)	(b)	(c)=(a)÷(b)	(d)	(e)=(c)*(d)
	COMPONENT MAX	***PERFORMANCE LEVEL***	***COMPONENT SCORE***	***DOMAIN TOTAL***	***DOMAIN MAX***	***PCT***	***DOMAIN VALUE***	***DOMAIN SCORE***
Component 1a	4	*E*	3.85	*22.81*	*24*	*95.0%*	*14*	*13.31*
Component 1b	4	*D*	3.63					
Component 1c	4	*E*	3.85					
Component 1d	4	*E*	3.85					
Component 1e	4	*H*	4					
Component 1f	4	*D*	3.63					
Component 2a	4	*D*	3.63	*18.96*	*20*	*94.8%*	*14*	*13.27*
Component 2b	4	*E*	3.85					
Component 2c	4	*E*	3.85					
Component 2d	4	*H*	4					
Component 2e	4	*D*	3.63					
Component 3a	4	*D*	3.63	*19.18*	*20*	*95.9%*	*18*	*17.26*
Component 3b	4	*E*	3.85					
Component 3c	4	*H*	4					
Component 3d	4	*E*	3.85					
Component 3e	4	*E*	3.85					
Component 4a	4	*E*	3.85	*22.44*	*24*	*93.5%*	*14*	*13.09*
Component 4b	4	*D*	3.63					
Component 4c	4	*E*	3.85					
Component 4d	4	*D*	3.63					
Component 4e	4	*E*	3.85					
Component 4f	4	*D*	3.63					
							TOTAL SCORE:	*56.93*
							OVERALL SCORE:	**57**

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."

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

ELA: (84/166) x 27 = 13.66
Math: (82/166) x 44 = 21.73
Combined: 35.39 → 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."

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

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

	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**

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	(12%) to (11%)
	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 average of the sub-scores, rounded to the nearest whole number. Each sub-score will be weighted equally in this calculation.

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 average of the sub-scores, rounded to the nearest whole number. Each sub-score will be weighted equally in this calculation.

Global History I & II:

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

US History & Government:

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

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 average of the sub-scores, rounded to the nearest whole number. Each sub-score will be weighted equally in this calculation.

Living Environment:

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

Earth Science:

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

Chemistry:

A. Percentage of AGE* who achieve a score of **65** or higher on the Regents exam in Chemistry
B. Percentage of AGE* who achieve a score of **85** or higher on the Regents exam in Chemistry
C. Percentage of AGE* economically disadvantaged students who achieve a score of **65** or higher on the Regents exam in Chemistry

Physics:

A. Percentage of AGE* who achieve a score of **65** or higher on the Regents exam in Chemistry
B. Percentage of AGE* who achieve a score of **85** or higher on the Regents exam in Chemistry
C. Percentage of AGE* economically disadvantaged students who achieve a score of **65** or higher on the Regents exam in Chemistry

**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 average of the sub-scores, rounded to the nearest whole number. Each sub-score will be weighted equally in this calculation.

Integrated Algebra:

A. Percentage of all students who achieve a score of **65** or higher on the Regents exam in Algebra
B. Percentage of all students who achieve a score of **85** or higher on the Regents exam in Algebra
C. Percentage of economically disadvantaged students who achieve a score of **65** or higher on the Regents exam in Algebra
D. Percentage of students with disabilities who achieve a score of **55** or higher on the Regents exam in Algebra

Geometry:

A. Percentage of AGE* who achieve a score of **65** or higher on the Regents exam in Geometry
B. Percentage of AGE* who achieve a score of **85** or higher on the Regents exam in Geometry
C. Percentage of AGE* economically disadvantaged students who achieve a score of **65** or higher on the Regents exam in Geometry

Algebra 2/Trigonometry:

A. Percentage of AGE* who achieve a score of **65** or higher on the Regents exam in Algebra 2/Trigonometry
B. Percentage of AGE* who achieve a score of **85** or higher on the Regents exam in Algebra 2/Trigonometry
C. Percentage of AGE* economically disadvantaged students who achieve a score of **65** or higher on the Regents exam in Algebra 2/Trigonometry

**AGE = Average Grade Enrollment, computed locally and regionally as the average number of students tested in each of the five required Regents 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 assessment. 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 English Regents exam
B. Percentage of all students who achieve a score of **85** or higher on the Comprehensive English Regents exam
C. Percentage of economically disadvantaged students who achieve a score of **65** or higher on the Comprehensive English Regents exam
D. Percentage of students with disabilities who achieve a score of **55** or higher on the Comprehensive English Regents exam

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.

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 assessment. 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 Regents exam in ELA
B. Percentage of all students who achieve a score of **85** or higher on the Regents exam in ELA
C. Percentage of economically disadvantaged students who achieve a score of **65** or higher on the Regents exam in ELA
D. Percentage of students with disabilities who achieve a score of **55** or higher on the Regents exam in ELA

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.

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 assigned to only core subject 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.

See page 5 for illustrative examples of 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.

		JHS 2013	WNYRIC 2013	ABOVE / (BELOW)	SUB-SCORE
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
				OVERALL SCORE	**10**

In this example, the overall score is calculated as the average of the sub-scores, rounded to the nearest whole number:

(11 + 8 + 17 + 5) / 4 = 41 / 4 = 10.25 → 10

All Biology teachers will receive a locally-selected measure subcomponent score of 10, 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 sections of Government & Economics (grade 12). This teacher will be assigned a school-wide score based on the annual results of all students in grades 9-12 on both Regents exams in Global History and US History. This score is computed as follows, using the scoring chart on page 1.

		JHS 2013	WNYRIC 2013	ABOVE / (BELOW)	SUB-SCORE
A	Global History – 65 or Higher – All Students	51.38%	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
				OVERALL SCORE	**9**

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 average of all sub-scores, weighted equally, and rounded to the nearest whole number:

(5 + 5 + 10 + 1 + 10 + 4 + 16 + 17) / 8 = 68 / 8 = 8.5 → 9

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.

Performance Level		**Summative Assessment**			
		Below Expectations	*Approaching Expectations*	*Meets Expectations*	*Exceeds Expectations*
Baseline Assessment	*Below Expectations*	0	1	2	3
	Approaching Expectations	0	1	2	3
	Meets Expectations	0	0	1	2
	Exceeds Expectations	0	0	1	2

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 on the following page.

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
	9	0.9
Developing	8	0.8
	7	0.7
	6	0.6
	5	0.5
	4	0.4
	3	0.3
Ineffective	2	0.2
	1	0.1
	0	0.0

JAMESTOWN PUBLIC SCHOOLS
TRADITION OF EXCELLENCE SINCE 1867

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.

JAMESTOWN PUBLIC SCHOOLS

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Teacher Improvement Plan

Teacher	
School	
Plan Supervisor(s)	

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

Scoring Process:

The overall score will be determined from the ratings assigned on the annual summative evaluation using the approved rubric. 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 subcomponent (a-j) of the rubric will be assigned a score based on the determined level of performance for that criterion:

Highly Effective = 6
Effective = 5.75
Developing = 5.45
Ineffective = 0

Each domain (1-6) of the rubric will be assigned a value equal to the sum of the subcomponent scores.

The overall score will be determined as the average of the domain scores, to result in a score from 0 to 60, rounded to the nearest whole number.

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

DIAGNOSIS & PLANNING	1a	H	6		SUPERVISION, EVALUATION, PROFESSIONAL DEVELOPMENT	4a	E	5.75
	1b	E	5.75			4b	E	5.75
	1c	E	5.75			4c	E	5.75
	1d	E	5.75			4d	D	5.45
	1e	D	5.45			4e	E	5.75
	1f	E	5.75			4f	E	5.75
	1g	E	5.75			4g	E	5.75
	1h	E	5.75			4h	D	5.45
	1i	H	6			4i	E	5.75
	1j	E	5.75			4j	E	5.75
			57.70					**56.90**
PRIORITY MANAGEMENT & COMMUNICATION	2a	E	5.75		DISCIPLINE & FAMILY INVOLVEMENT	5a	H	6
	2b	D	5.45			5b	E	5.75
	2c	E	5.75			5c	E	5.75
	2d	E	5.75			5d	E	5.75
	2e	E	5.75			5e	E	5.75
	2f	D	5.45			5f	E	5.75
	2g	E	5.75			5g	E	5.75
	2h	E	5.75			5h	E	5.75
	2i	H	6			5i	H	6
	2j	E	5.75			5j	E	5.75
			57.15					**58.00**
CURRICULUM & DATA	3a	D	5.45		MANAGEMENT & EXTERNAL RELATIONS	6a	E	5.75
	3b	E	5.75			6b	E	5.75
	3c	E	5.75			6c	H	6
	3d	E	5.75			6d	E	5.75
	3e	E	5.75			6e	E	5.75
	3f	D	5.45			6f	H	6
	3g	I	0			6g	H	6
	3h	E	5.75			6h	E	5.75
	3i	E	5.75			6i	E	5.75
	3j	E	5.75			6j	E	5.75
			51.15					**58.25**
							AVERAGE	**56.53**
							OVERALL SCORE	**57**

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
	9	0.9
Developing	8	0.8
	7	0.7
	6	0.6
	5	0.5
	4	0.4
	3	0.3
Ineffective	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.

JAMESTOWN PUBLIC SCHOOLS
TRADITION OF EXCELLENCE SINCE 1867

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 teacher 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.

JAMESTOWN PUBLIC SCHOOLS

TRADITION OF EXCELLENCE SINCE 1867

Principal Improvement Plan

Principal	
School	
Plan Supervisor(s)	

Area(s) in Need of Improvement:

Timeline for Achieving Improvement:

Manner in Which Progress will be Monitored:

Differentiated Activities to Support the Necessary Improvement:

Principal	Date
Administrative Supervisor	Date
Other District Administrator (if applicable)	Date
Superintendent	Date

cc: Superintendent, Personnel File

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:

		% Above State Median
Ineffective	**0**	0 to 8
	1	9 to 16
	2	17 to 20
Developing	**3**	21 to 24
	4	25 to 27
	5	28 to 30
	6	31 to 33
	7	34 to 36
	8	37 to 40
Effective	**9**	41 to 42
	10	43 to 44
	11	45 to 46
	12	47 to 48
	13	49 to 50
	14	51 to 52
	15	53 to 54
	16	55 to 57
	17	58 to 60
Highly Effective	**18**	61 to 65
	19	66 to 70
	20	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%) ÷ 5 = 28.6% ÷ 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% x 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**

Scoring Chart: 0-20 Points **Appendix 8.1**

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

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

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

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

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

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

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

Signatures, dates

Superintendent Signature: Date:

8/30/13

Teachers Union President Signature: Date:

Christopher Reilly 8/30/13

Administrative Union President Signature: Date:

8/30/13

Board of Education President Signature: Date:

8/30/2013