



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

Commissioner of Education
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December 5, 2012

Robert A. DeLilli, Superintendent
Johnstown City Central School District
1 Sir Bills Circle, Suite 101
Johnstown, NY 12095

Dear Superintendent DeLilli:

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: Patrick Michel

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 Tuesday, June 12, 2012

Updated Monday, December 03, 2012

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 170600010000

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

170600010000

1.2) School District Name: JOHNSTOWN CITY SD

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

JOHNSTOWN CITY SD

1.3) School Improvement Grant (SIG) Districts Only

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

(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?

Re-submission to address deficiencies

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

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

Annual (2012-13)

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

Created Tuesday, June 12, 2012

Updated Wednesday, November 21, 2012

Page 1

STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	State-approved 3rd party assessment	STAR Early Literacy Enterprise
1	State-approved 3rd party assessment	STAR Early Literacy Enterprise
2	State-approved 3rd party assessment	STAR Reading Enterprise

	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	Teachers are setting differentiated targets with Principal approval, using STAR Enterprise system (Early Literacy
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this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	for K 1, Reading for 2) as the pre assessment. Ratings for Grade K-3 teachers will be based on the percent of students who attain their growth targets(differentiated targets) established after the pre-test administration. See attached chart.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	For Grade K-3 the expectation is that 85-100 percent of students will meet the target set for a teacher to be considered highly effective (differentiated targets).
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	For Grade K-3, the expectation is that 70-84 percent of students will meet the target set for a teacher to be considered effective(differentiated targets).
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	For Grade K-3, the expectation is that 50-69 percent of students will meet the target set for a teacher to be considered developing (differentiated targets).
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	For Grade K-3, the expectation is that 0-49 percent of students will meet the target set for a teacher to be considered ineffective (differentiated targets).

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	State-approved 3rd party assessment	STAR Math Enterprise
1	State-approved 3rd party assessment	STAR Math Enterprise
2	State-approved 3rd party assessment	STAR Math Enterprise

	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.	Teachers are setting differentiated targets with Principal approval, using STAR Math Enterprise as the pre assessment. ratings for Grade K-3 teachers will be based on the percent of students who attain their growth targets (differentiated targets) established after the pre-test administration. See attached chart.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	For Grade K-3, the expectation is that 85-100 percent of students will meet the target set for a teacher to be considered highly effective(differentiated targets).
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	For Grade K-3, the expectation is that 70-84 percent of students will meet the target set for a teacher to be considered effective(differentiated targets).
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	For Grade K-3, the expectation is that 50-69 percent of students will meet the target set for a teacher to be

considered developing(differentiated targets).

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

For Grade K-3, the expectation is that 0-49 percent of students will meet the target set for a teacher to be considered ineffective(differentiated targets).

2.4) Grades 6-8 Science

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

	Science	Assessment
6	Not applicable	not applicable
7	District, regional or BOCES-developed assessment	Johnstown District-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.	Teachers are setting differentiated targets with Principal approval, using District Developed assessments as the pre assessment. Ratings will be based on the percent of students who achieve their growth targets (differentiated targets) established after the pre-test administration. See attached chart.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	For 6-8 Science, the expectation is that 85-100 percent of students will meet the target set for a teacher to be considered highly effective (differentiated targets).
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	For 6-8 Science, the expectation is that 70-84 percent of students will meet the target set for a teacher to be effective (differentiated targets).
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	For 6-8 Science, the expectation is that 50-69 percent of students will meet the target set for a teacher to be considered developing (differentiated targets).
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	For 6-8 Science, the expectation is that 0-49 percent of students will meet the target set for a teacher to be considered ineffective (differentiated targets).

2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	Not applicable	not applicable

7	District, regional or BOCES-developed assessment	Johnstown District-developed Grade 7 Social Studies assessment
8	District, regional or BOCES-developed assessment	Johnstown District-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.	Teachers are setting differentiated targets with Principal approval, using District Developed assessments as the pre assessment. Ratings will be based on the percent of students who acheive their growth targets established after the pre-test administration. See attached chart.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	For 6-8 Social Studies, the expectation is that 85-100 percent of students will meet the target set for a teacher to be considered highly effective.
Effective (9 - 17 points) Results meet District goals for similar students.	For 6-8 Social Studies, the expectation is that 70-84 percent of students will meet the target set for a teacher to be considered effective.
Developing (3 - 8 points) Results are below District goals for similar students.	For 6-8 Social Studies, the expectation is that 50-69 percent of students will meet the target set for a teacher to be considered developing
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	For 6-8 Social Studies, the expectation is that 0-49 percent of students will meet the target set for a teacher to be considered ineffective.

2.6) High School Social Studies Regents Courses

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

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

		Assessment
Global 1	District, regional, or BOCES-developed assessment	Johnstown District-developed Global 1 assessment

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

For High School Social Studies Regents Courses: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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.	Teachers are setting differentiated targets with Principal approval, using District Developed assessments as the pre assessment. Ratings for High School Social Studies Regents teachers will be based on the percent of students who achieve their growth targets established after the pre-test administration. See attached chart.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	For High School Social Studies Regents teachers the expectation is that 85-100 percent of students will meet the target set for a teacher to be considered highly effective.
Effective (9 - 17 points) Results meet District goals for similar students.	For High School Social Studies Regents teachers the expectation is that 70-84 percent of students will meet the target set for a teacher to be considered effective.
Developing (3 - 8 points) Results are below District goals for similar students.	For High School Social Studies Regents teachers the expectation is that 50-69 percent of students will meet the target set for a teacher to be considered developing.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	For High School Social Studies Regents teachers the expectation is that 0-49 percent of students will meet the target set for a teacher to be considered ineffective.

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.	Teachers are setting differentiated targets with Principal approval, using District Developed assessments as the pre assessment. Ratings for High School Science Regents teachers will be based on the percent of students who achieve their growth targets established after the pre-test administration. See attached chart.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	For High School Science Regents teachers the expectation is that 85-100 percent of students will meet the target set for a teacher to be considered highly effective.
Effective (9 - 17 points) Results meet District goals for similar students.	For High School Science Regents teachers the expectation is that 70-84 percent of students will meet the target set for a teacher to be considered effective.

Developing (3 - 8 points) Results are below District goals for similar students.	For High School Science Regents teachers the expectation is that 50-69 percent of students will meet the target set for a teacher to be considered developing.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	For High School Science Regents teachers the expectation is that 0-49 percent of students will meet the target set for a teacher to be considered ineffective.

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.	Teachers are setting differentiated targets with Principal approval, using STAR Math Enterprise as the pre assessment. Ratings for High School Math Regents teachers will be based on the percent of students who achieve their growth targets established after the pre-test administration. See attached chart.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	For High School Math Regents teachers the expectation is that 85-100 percent of students will meet the target set for a teacher to be considered highly effective.
Effective (9 - 17 points) Results meet District goals for similar students.	For High School Math Regents teachers the expectation is that 70-84percent of students will meet the target set for a teacher to be considered effective.
Developing (3 - 8 points) Results are below District goals for similar students.	For High School Math Regents teachers the expectation is that 50-69 percent of students will meet the target set for a teacher to be considered developing.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	For High School Math Regents teachers the expectation is that 0-49 percent of students will meet the target set for a teacher to be considered ineffective.

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	State approved 3rd party assessment	STAR Reading Enterprise
Grade 10 ELA	District, regional or BOCES-developed assessment	STAR Reading Enterprise
Grade 11 ELA	Regents assessment	NYS English Regents Assessment

For High School English Language Arts: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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.	Teachers are setting differentiated targets with Principal approval, using STAR Reading Enterprise as the pre assessment. Ratings for High School English Language Arts teachers will be based on the percent of students who achieve growth targets established after the pre-test administration. See attached chart.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	For High School English Language Arts teachers the expectation is that 85-100 percent of students will meet the target set for a teacher to be considered highly effective.
Effective (9 - 17 points) Results meet District goals for similar students.	For High School English Language Arts teachers the expectation is that 70-84 percent of students will meet the target set for a teacher to be considered effective.
Developing (3 - 8 points) Results are below District goals for similar students.	For High School English Language Arts teachers the expectation is that 50-69 percent of students will meet the target set for a teacher to be considered developing.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	For High School English Language Arts teachers the expectation is that 0-49 percent of students will meet the target set for a teacher to be considered ineffective.

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
English 12	State-approved 3rd party assessment	STAR Reading Enterprise
English Electives	State-approved 3rd party assessment	STAR Reading Enterprise
Pre-Algebra	State-approved 3rd party assessment	STAR Math Enterprise
Pre-Geometry	State-approved 3rd party assessment	STAR Math Enterprise
Pre-Calculus	State-approved 3rd party assessment	STAR Math Enterprise
Calculus	State-approved 3rd party assessment	STAR Math Enterprise

Business Math	State-approved 3rd party assessment	STAR Math Enterprise
Conceptual Physics	District, Regional or BOCES-developed	Johnstown District-developed Conceptual Physics assessment
Participation in Government	District, Regional or BOCES-developed	Johnstown District-developed Participation in Government assessment
Economics	District, Regional or BOCES-developed	Johnstown District-developed Economics assessment
Psychology	District, Regional or BOCES-developed	Johnstown District-developed Psychology assessment
Sociology	District, Regional or BOCES-developed	Johnstown District-developed Sociology assessment
Elementary General Music	District, Regional or BOCES-developed	Johnstown District-developed Grade Specific Elementary General Music assessment
Jr-High General Music	District, Regional or BOCES-developed	Johnstown District-developed Jr-High Grade Specific Music assessment
Elementary Band	District, Regional or BOCES-developed	Johnstown District-developed Grade Specific Elementary Band assessment
Jr-High Band	District, Regional or BOCES-developed	Johnstown District-developed Jr-High Grade Specific Band assessment
Sr-High Band	District, Regional or BOCES-developed	Johnstown District-developed Sr-High Grade Specific Band assessment
Elementary Chorus	District, Regional or BOCES-developed	Johnstown District-developed Grade Specific Elementary Chorus assessment
Jr-High Chorus	District, Regional or BOCES-developed	Johnstown District-developed Jr-High Grade Specific Chorus assessment
Sr-High Chorus	District, Regional or BOCES-developed	Johnstown District-developed Grade Specific Sr-High Chorus assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers are setting differentiated targets with Principal approval, using either District Developed/STAR Enterprise assessments (as indicated above and attached), as the pre assessment. Ratings for all other teachers will be based on the percent of students who achieve their growth targets established after the pre-test administration. See attached chart.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	For all other teachers the expectation is that 85-100 percent of students will meet the target set for a teacher to be considered highly effective.
Effective (9 - 17 points) Results meet District goals for similar students.	For all other teachers the expectation is that 70-84 percent of students will meet the target set for a teacher to be considered effective
Developing (3 - 8 points) Results are below District goals for similar students.	For all other teachers the expectation is that 50-69 percent of students will meet the target set for a teacher to be considered developing

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

For all other teachers the expectation is that 0-49 percent of students will meet the target set for a teacher to be considered ineffective.

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

assets/survey-uploads/5364/141844-avH4IQNZMh/GJSD section 2 All courses resubmit_1.doc

2.11) HEDI Tables or Graphics

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

assets/survey-uploads/5364/141844-TXEttx9bQW/GJSD HEDI APPR section 2 Growth.doc

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.

For 2012-2013, the locally developed controls used to set the goals for Locally-Selected Measures will include student prior academic history, students with disabilities, English language learners, and the poverty level of the students in the classroom. Staff will be provided with the necessary demographic information, and to the extent possible, pre-assessment data and other student performance data that aligns with the content being taught. Based on that information, teachers will set appropriate student or group targets for growth. The rationale for including these factors is to provide guidance in setting goals across the district and between buildings that are attainable for both students and teachers. The Greater Johnstown School District is a diverse school district with a significant population of students who are living in poverty, have a disability or speak another language. From year to year, any classroom teacher's composition of students can vary dramatically, requiring the ability of the teacher and principal to set realistic, yet high expectations for students and comparable goals for teachers based on these factors.

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 Tuesday, June 12, 2012

Updated Monday, December 03, 2012

Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	Grade 4-8 ELA teachers will receive a STAR Reading student growth percentile composite score, ranging between 0-99. Composite scores are converted into the HEDI categories of Highly Effective, Effective, Developing and Ineffective.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Grades 4-8 ELA teachers will be considered Highly Effective, if they receive a STAR Reading student growth percentile composite score, ranging between 61-99.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Grades 4-8 ELA teachers will be considered Effective, if they receive a STAR Reading student growth percentile composite score, ranging between 41-60.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Grades 4-8 ELA teachers will be considered Developing, if they receive a STAR Reading student growth percentile composite score, ranging between 21-40.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Grades 4-8 ELA teachers will be considered Ineffective, if they receive a STAR Reading student growth percentile composite score, ranging between 0-20.

3.2) Grades 4-8 Math

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in	Grade 4-8 Math teachers will receive a STAR Math student growth percentile composite score, ranging
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this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	between 0-99. Composite scores are converted into the HEDI categories of Highly Effective, Effective, Developing and Ineffective.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Grades 4-8 Math teachers will be considered Highly Effective, if they receive a STAR Math student growth percentile composite score, ranging between 61-99.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Grades 4-8 Math teachers will be considered Effective, if they receive a STAR Math student growth percentile composite score, ranging between 41-60.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Grades 4-8 Math teachers will be considered Developing, if they receive a STAR Math student growth percentile composite score, ranging between 21-40.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Grades 4-8 Math teachers will be considered Ineffective, if they receive a STAR Math student growth percentile composite score, ranging between 0-20.

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/5139/141847-rhJdBgDruP/GJSD HEDI APPR section 3 Local third submission.doc

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

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

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

3.4) Grades K-3 ELA

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	K-1 teachers will receive a STAR Early Literacy student growth percentile composite score, ranging between 0-99. Composite scores are converted into the HEDI categories of Highly Effective, Effective, Developing and Ineffective.
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Grade 2-3 teachers will receive a STAR Reading student growth percentile composite score, ranging between 0-99. Composite scores are converted into the HEDI categories of Highly Effective, Effective, Developing and Ineffective.

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

K-1 teachers will be considered Highly Effective, if they receive a STAR Early Literacy student growth percentile composite score, ranging between 61-99.

Grade 2-3 teachers will be considered Highly Effective if they receive a STAR Reading student growth percentile composite score, ranging between 61-99.

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

K-1 teachers will be considered Effective, if they receive a STAR Early Literacy student growth percentile composite score, ranging between 41-60.

Grade 2-3 teachers will be considered Effective, if they receive a STAR Reading student growth percentile composite score, ranging between 41-60.

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

K-1 teachers will be considered Developing, if they receive a STAR Early Literacy student growth percentile composite score, ranging between 21-40.

Grade 2-3 teachers will be considered Developing, if they receive a STAR Reading student growth percentile composite score, ranging between 21-40.

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

K-1 teachers will be considered Ineffective, if they receive a STAR Early Literacy student growth percentile composite score, ranging between 0-20.

Grade 2-3 teachers will be considered Ineffective, if they receive a STAR Reading student growth percentile composite score, ranging between 0-20.

3.5) Grades K-3 Math

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	K-3 teachers will receive a STAR Math student growth percentile composite score, ranging between 0-99. Composite scores are converted into the HEDI categories of Highly Effective, Effective, Developing and Ineffective.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	K-3 teachers will be considered Highly Effective, if they receive a STAR Math student growth percentile composite score, ranging between 61-99.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	K-3 teachers will be considered Effective, if they receive a STAR Math student growth percentile composite score, ranging between 41-60.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	K-3 teachers will be considered Developing, if they receive a STAR Math student growth percentile composite score, ranging between 21-40.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	K-3 teachers will be considered Ineffective, if they receive a STAR Math student growth percentile composite score, ranging between 0-20.

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	Not applicable	not applicable
7	7) Student Learning Objectives	Johnstown District developed grade 7 science assessment
8	7) Student Learning Objectives	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	HEDI ratings will be based on the percent of students who achieve proficiency (differentiated bands) established after the pre-test administration. Proficiency is set at 65+% or a level 3+ on a 1-4 scaled assessment. Results will be based on achievement rather than growth. See attached chart.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	<p>For 7-8 Science populations where less than 33% of students are proficient on pre-assessment, the expectation is that 80-100 percent of students will meet the target set for a teacher to be considered highly effective (differentiated bands).</p> <p>For 7-8 Science populations where more than 33% of students are proficient on pre-assessment, the expectation is that 85-100 percent of students will meet the target set for a teacher to be considered highly effective (differentiated bands).</p>

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For 7-8 Science populations where less than 33% of students are proficient on pre-assessment, the expectation is that 55-79 percent of students will meet the target set for a teacher to be considered effective (differentiated bands).
	For 7-8 Science populations where more than 33% of students are proficient on pre-assessment, the expectation is that 70-84 percent of students will meet the target set for a teacher to be considered effective (differentiated bands).
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For 7-8 Science populations where less than 33% of students are proficient on pre-assessment, the expectation is that 30-54 percent of students will meet the target set for a teacher to be considered developing (differentiated bands).
	For 7-8 Science populations where more than 33% of students are proficient on pre-assessment, the expectation is that 50-69 percent of students will meet the target set for a teacher to be considered developing (differentiated bands).
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For 7-8 Science populations where less than 33% of students are proficient on pre-assessment, the expectation is that 0-29 percent of students will meet the target set for a teacher to be considered ineffective (differentiated bands).
	For 7-8 Science populations where more than 33% of students are proficient on pre-assessment, the expectation is that 0-49 percent of students will meet the target set for a teacher to be considered ineffective (differentiated bands).

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	Not applicable	not applicable
7	7) Student Learning Objectives	Johnstown District developed grade 7 social studies assessment
8	7) Student Learning Objectives	Johnstown District developed grade 8 social studies assessment

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>HEDI ratings will be based on the percent of students who achieve proficiency (differentiated bands) established after the pre-test administration. Proficiency is set at 65+% or a level 3+ on a 1-4 scaled assessment. Results will be based on achievement rather than growth. See attached chart.</p>
<p>Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>For 7-8 Social Studies populations where less than 33% of students are proficient on pre-assessment, the expectation is that 80-100 percent of students will meet the target set for a teacher to be considered highly effective (differentiated bands).</p> <p>For 7-8 Social Studies populations where more than 33% of students are proficient on pre-assessment, the expectation is that 85-100 percent of students will meet the target set for a teacher to be considered highly effective (differentiated bands).</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>For 7-8 Social Studies populations where less than 33% of students are proficient on pre-assessment, the expectation is that 55-79 percent of students will meet the target set for a teacher to be considered effective (differentiated bands).</p> <p>For 7-8 Social Studies populations where more than 33% of students are proficient on pre-assessment, the expectation is that 70-84 percent of students will meet the target set for a teacher to be considered effective (differentiated bands).</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>For 7-8 Social Studies populations where less than 33% of students are proficient on pre-assessment, the expectation is that 30-54 percent of students will meet the target set for a teacher to be considered developing (differentiated bands).</p> <p>For 7-8 Social Studies populations where more than 33% of students are proficient on pre-assessment, the expectation is that 50-69 percent of students will meet the target set for a teacher to be considered developing (differentiated bands).</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>For 7-8 Social Studies populations where less than 33% of students are proficient on pre-assessment, the expectation is that 0-29 percent of students will meet the target set for a teacher to be considered ineffective (differentiated bands).</p> <p>For 7-8 Social Studies populations where more than 33% of students are proficient on pre-assessment, the expectation is that 0-49 percent of students will meet the target set for a teacher to be considered ineffective (differentiated bands).</p>

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	7) Student Learning Objectives	Johnstown District-developed Global 1 assessment
Global 2	7) Student Learning Objectives	Regents Assessment Global Studies
American History	7) Student Learning Objectives	Regents Assessment-American History

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.	HEDI ratings will be based on the percent of students who achieve proficiency (differentiated bands) established after the pre-test administration. Proficiency is set at 65+% (55%+ or students with disabilities) or a level 3+ on a 1-4 scaled assessment. Results will be based on achievement rather than growth. See attached chart.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	<p>For High School Social Studies populations where less than 33% of students are proficient on pre-assessment, the expectation is that 80-100 percent of students will meet the target set for a teacher to be considered highly effective (differentiated bands).</p> <p>For High School Social Studies populations where more than 33% of students are proficient on pre-assessment, the expectation is that 85-100 percent of students will meet the target set for a teacher to be considered highly effective (differentiated bands).</p>
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	<p>For High School Social Studies populations where less than 33% of students are proficient on pre-assessment, the expectation is that 55-79 percent of students will meet the target set for a teacher to be considered effective (differentiated bands).</p> <p>For High School Social Studies populations where more than 33% of students are proficient on pre-assessment, the expectation is that 70-84 percent of students will meet the target set for a teacher to be considered effective (differentiated bands).</p>
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	<p>For High School Social Studies populations where less than 33% of students are proficient on pre-assessment, the expectation is that 30-54 percent of students will meet the target set for a teacher to be considered developing (differentiated bands).</p> <p>For High School Social Studies populations where more than 33% of students are proficient on pre-assessment,</p>

the expectation is that 50-69 percent of students will meet the target set for a teacher to be considered developing (differentiated bands).

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

For High School Social Studies populations where less than 33% of students are proficient on pre-assessment, the expectation is that 0-29 percent of students will meet the target set for a teacher to be considered ineffective (differentiated bands).

For High School Social Studies populations where more than 33% of students are proficient on pre-assessment, the expectation is that 0-49 percent of students will meet the target set for a teacher to be considered ineffective (differentiated bands).

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	7) Student Learning Objectives	Regents Assessment Living Environment
Earth Science	7) Student Learning Objectives	Regents Assessment Earth Science
Chemistry	7) Student Learning Objectives	Regents assessment Chemistry
Physics	7) Student Learning Objectives	Regents Assessment Physics

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.

HEDI ratings will be based on the percent of students who achieve proficiency (differentiated bands) established after the pre-test administration. Proficiency is set at 65+% (55%+ or students with disabilities) or a level 3+ on a 1-4 scaled assessment. Results will be based on achievement rather than growth. See attached chart.

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

For High School Science populations where less than 33% of students are proficient on pre-assessment, the expectation is that 80-100 percent of students will meet the target set for a teacher to be considered highly effective (differentiated bands).

For High School Science populations where more than

33% of students are proficient on pre-assessment, the expectation is that 85-100 percent of students will meet the target set for a teacher to be considered highly effective (differentiated bands).

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

For High School Science populations where less than 33% of students are proficient on pre-assessment, the expectation is that 30-54 percent of students will meet the target set for a teacher to be considered developing (differentiated bands).

For High School Science populations where more than 33% of students are proficient on pre-assessment, the expectation is that 50-69 percent of students will meet the target set for a teacher to be considered developing (differentiated bands).

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

For High School Science populations where less than 33% of students are proficient on pre-assessment, the expectation is that 55-79 percent of students will meet the target set for a teacher to be considered effective (differentiated bands).

For High School Science populations where more than 33% of students are proficient on pre-assessment, the expectation is that 70-84 percent of students will meet the target set for a teacher to be considered effective (differentiated bands).

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

For High School Science populations where less than 33% of students are proficient on pre-assessment, the expectation is that 0-29 percent of students will meet the target set for a teacher to be considered ineffective (differentiated bands).

For High School Science populations where more than 33% of students are proficient on pre-assessment, the expectation is that 0-49 percent of students will meet the target set for a teacher to be considered ineffective (differentiated bands).

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	4) State-approved 3rd party assessments	STAR Math Enterprise
Geometry	4) State-approved 3rd party assessments	STAR Math Enterprise
Algebra 2	4) State-approved 3rd party assessments	STAR Math Enterprise

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.	High Schools Math teachers will receive a STAR Math student growth percentile composite score, ranging between 0-99. Composite scores are converted into the HEDI categories of Highly Effective, Effective, Developing and Ineffective.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	High School Math teachers will be considered Highly Effective, if they receive a STAR Math student growth percentile composite score, ranging between 61-99.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	High School Math teachers will be considered Effective, if they receive a STAR Math student growth percentile composite score, ranging between 41-60.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	High School Math teachers will be considered Developing, if they receive a STAR Math student growth percentile composite score, ranging between 21-40.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	High School Math teachers will be considered Ineffective, if they receive a STAR Math student growth percentile composite score, ranging between 0-20.

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	4) State-approved 3rd party assessments	STAR Reading Enterprise
Grade 10 ELA	4) State-approved 3rd party assessments	STAR Reading Enterprise
Grade 11 ELA	4) State-approved 3rd party assessments	STAR Reading Enterprise

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.	High Schools ELA teachers will receive a STAR Math student growth percentile composite score, ranging between 0-99. Composite scores are converted into the HEDI categories of Highly Effective, Effective, Developing and Ineffective.
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Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	High School ELA teachers will be considered Highly Effective, if they receive a STAR Math student growth percentile composite score, ranging between 61-99.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	High School ELA teachers will be considered Effective, if they receive a STAR Math student growth percentile composite score, ranging between 41-60
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	High School ELA teachers will be considered Developing, if they receive a STAR Math student growth percentile composite score, ranging between 21-40.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	High School ELA teachers will be considered Ineffective, if they receive a STAR Math student growth percentile composite score, ranging between 0-20.

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
English Electives	4) State-approved 3rd party	STAR Reading Enterprise
Pre Algebra	4) State-approved 3rd party	STAR Math Enterprise
Pre Geometry	4) State-approved 3rd party	STAR Math Enterprise
Pre Calculus	4) State-approved 3rd party	STAR Math Enterprise
Calculus	4) State-approved 3rd party	STAR Math Enterprise
Business Math	4) State-approved 3rd party	STAR Math Enterprise
Conceptual Physics	7) Student Learning Objectives	Johnstown District-developed Conceptual Physics Assessment
Participation in Government	7) Student Learning Objectives	Johnstown District-developed Participation in Government Assessment
Economics	7) Student Learning Objectives	Johnstown District-developed Economics assessment
Psychology	7) Student Learning Objectives	Johnstown District-developed psychology assessment
Sociology	7) Student Learning Objectives	Johnstown District-developed sociology assessment
Elementary General Music	7) Student Learning Objectives	Johnstown District-developed Grade Specific Elementary General Music assessment
Jr High General Music	7) Student Learning Objectives	Johnstown District-developed Grade Specific Jr High General Music assessment
Elementary Band	7) Student Learning Objectives	Johnstown District-developed Grade Specific Elementary Band assessment
Jr. High Band	7) Student Learning Objectives	Johnstown District-developed Grade Specific Jr High Band assessment
Sr. High Band	7) Student Learning Objectives	Johnstown District-developed Grade Specific Sr High Band assessment
Elementary Chorus	7) Student Learning Objectives	Johnstown District-developed Grade Specific Elementary Chorus Assessment

Jr. High Chorus	7) Student Learning Objectives	Johnstown District-developed Grade Specific Jr. High Chorus Assessment
Sr. High Chorus	7) Student Learning Objectives	Johnstown District-developed Grade Specific Sr. High Chorus Assessment
English 12	4) State-approved 3rd party	STAR Reading Enterprise

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>For teachers of courses other than ELA and Math, HEDI ratings will be based on the percent of students who achieve proficiency (differentiated bands) established after the pre-test administration. Proficiency is set at 65+% (55%+ or students with disabilities) or a level 3+ on a 1-4 scaled assessment. Results will be based on achievement rather than growth. See attached chart.</p>
<p>Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.</p>	<p>All other teachers of ELA and Math will receive a STAR student growth percentile composite score, ranging between 0-99. Composite scores are converted into the HEDI categories of Highly Effective, Effective, Developing and Ineffective.</p> <p>For all teachers other than ELA and Math, whose populations were less than 33% proficient on pre-assessment, the expectation is that 80-100 percent of students will meet the target set for a teacher to be considered highly effective (differentiated bands).</p> <p>For all teachers other than ELA and Math, whose populations were more than 33% proficient on pre-assessment, the expectation is that 85-100 percent of students will meet the target set for a teacher to be considered highly effective (differentiated bands).</p> <p>ELA and Math teachers will be considered Highly Effective, if they receive a STAR student growth percentile composite score, ranging between 61-99.</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>For all teachers other than ELA and Math, whose populations were less than 33% proficient on pre-assessment, the expectation is that 55-79 percent of students will meet the target set for a teacher to be considered effective (differentiated bands).</p> <p>For all teachers other than ELA and Math, whose populations were more than 33% proficient on pre-assessment, the expectation is that 70-84 percent of students will meet the target set for a teacher to be considered effective (differentiated bands).</p> <p>ELA and Math teachers will be considered Effective, if</p>

they receive a STAR student growth percentile composite score, ranging between 41-60.

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

For all teachers other than ELA and Math, whose populations were less than 33% proficient on pre-assessment, the expectation is that 30-54 percent of students will meet the target set for a teacher to be considered developing (differentiated bands).

For all teachers other than ELA and Math, whose populations were more than 33% proficient on pre-assessment, the expectation is that 50-69 percent of students will meet the target set for a teacher to be considered developing (differentiated bands).

ELA and Math teachers will be considered developing, if they receive a STAR student growth percentile composite score, ranging between 21-40.

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

For all teachers other than ELA and Math, whose populations were less than 33% proficient on pre-assessment, the expectation is that 0-29 percent of students will meet the target set for a teacher to be considered ineffective (differentiated bands).

For all teachers other than ELA and Math, whose populations were more than 33% proficient on pre-assessment, the expectation is that 0-49 percent of students will meet the target set for a teacher to be considered ineffective (differentiated bands).

ELA and Math teachers will be considered ineffective, if they receive a STAR student growth percentile composite score, ranging between 0-20.

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

assets/survey-uploads/5139/141847-Rp00l6pk1T/GJSD section 3 all courses resubmit.doc

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/5139/141847-y92vNseFa4/GJSD HEDI APPR section 3 Local third submission.doc

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.

For 2012-2013, the locally developed controls used to set the goals for Locally-Selected Measures will include student prior academic history, students with disabilities, English language learners, and the poverty level of the students in the classroom. Staff will be provided with the necessary demographic information, and to the extent possible, pre-assessment data and other student performance

data that aligns with the content being taught. Based on that information, teachers will set appropriate student or group targets for growth. The rationale for including these factors is to provide guidance in setting goals across the district and between buildings that are attainable for both students and teachers. The Greater Johnstown School District is a diverse school district with a significant population of students who are living in poverty, have a disability or speak another language. From year to year, any classroom teacher's composition of students can vary dramatically, requiring the ability of the teacher and principal to set realistic, yet high expectations for students and comparable goals for teachers based on these factors.

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.

All local measures will earn a score from 0-20 points, or 0-15 points, if value-added applies.

If Multiple SLO's were employed, they will be weighted proportionately based on the number of students in each SLO, and complied into one local achievement measure.

STAR student growth percentile scores that are used as local measures will be averaged into one mean STAR student growth percentile score. For example, a first grade teacher's STAR student growth percentile (SGP) score for grade 1 ELA and the STAR SGP score for grade 1 Math will be averaged into a mean STAR SGP score.

3.16) Assurances

Please check all of the boxes below:

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

4. Other Measures of Effectiveness (Teachers)

Created Tuesday, June 12, 2012

Updated Monday, December 03, 2012

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4.1) Teacher Practice Rubric

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

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

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

Danielson's Framework for Teaching (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]	60
One or more observation(s) by trained independent evaluators	(No response)
Observations by trained in-school peer teachers	(No response)
Feedback from students using State-approved survey tool	(No response)
Feedback from parents/caregivers using State-approved survey tool	(No response)
Structured reviews of lesson plans, student portfolios and other teacher artifacts	(No response)

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

All 60 points will be based on the Danielson Rubric (2011) which encompasses all the Teaching Standards. Domain 1 will account for 20% of the total 60 point rubric value. Domain 2 will account for 30% of the total 60 point rubric value. Domain 3 will account for 40% of the total 60 point rubric value. Domain 4 will account for 10% of the total 60 point rubric value. Each component will be scored as follows:

Domain 1 has 6 components which are weighted differently for a total points combination of 100% of that domain's worth (20% of the total 60 point rubric value).

Domain 2 has 5 components, which are weighted differently for a total points combination of 100% of that domain's worth (30% of the total 60 point rubric value).

Domain 3 has 5 components, which are weighted differently for a total points combination of 100% of that domain's worth (40% of the total 60 point rubric value).

Domain 4 has 6 components, which are weighted differently for a total points combination of 100% of that domain's worth (10% of the total 60 point rubric value).

Scoring is calculated as follows:

Each subcomponent has a points range between 1-4. The subcomponent score is weighted against the subcomponent percentage. Total subcomponent percentages are added for a domain score which is weighted against the percentage of that domain's worth (for example 10% of the total 60 point rubric value).

Weighted Domain Scores are then added for a total score that ranges between 1-4, which is converted to a value between 0-60. This total score is rounded to the nearest whole number, not to exceed the higher scores possible.

Total HEDI ratings for each teacher practice rubric scores are:

Highly Effective 59-60

Effective 57-58

Developing 50-56

Ineffective 0-49

Each of the multiple observations scores (described above) are averaged into a total teacher practice rubric value between 0-60. For example, if a teachers receives three observations with values of

39 points for observation 1

52 points for observation 2

45 points for observation 3

The three observation scores are averaged for a total points value of 45 (rounding) for the teacher practice rubric portion of APPR.

Total HEDI ratings for overall teacher practice rubric scores are:

Highly Effective 59-60

Effective 57-58

Developing 50-56

Ineffective 0-49

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/5091/141853-eka9yMJ855/GJSD Danielson coversion APPR section 4 thrid submissiion.doc

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	59-60: Points for highly effective are determined by the overall score indicated on the Danielson Rubric
Effective: Overall performance and results meet NYS Teaching Standards.	57-58: Points for effective are determined by the overall score indicated on the Danielson Rubric
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	50-56: Points for developing are determined by the overall score indicated on the Danielson Rubric
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	0-49: Points for ineffective are determined by the overall score indicated on the Danielson Rubric

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	3
4.6) Observations of Probationary Teachers Informal/Short	0
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?

-
- Not Applicable
-

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	2
4.7) Observations of Tenured Teachers Informal/Short	0
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?

-
- Not Applicable
-

5. Composite Scoring (Teachers)

Created Tuesday, June 12, 2012

Updated Wednesday, October 17, 2012

Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

Highly Effective	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 Tuesday, June 12, 2012

Updated Monday, December 03, 2012

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

<assets/survey-uploads/5265/141848-Df0w3Xx5v6/GJSD TIP agreement.doc>

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Within five school days of receipt of the APPR, a teacher may request, in writing, that the administrator issuing the APPR provide to the teacher a copy of any and all documents and written materials upon which the APPR was based. The authoring administrator shall provide all such documents to the teacher within five school days of the request.

A tenured teacher may file a written appeal of the APPR within fifteen school days of the receipt of the requested supporting documents. The APPR Appeals committee shall convene to consider the appeal within ten school days of the filing of the appeal.

Upon the conclusion of its consideration of appeal, each member of the committee shall vote to uphold the APPR, modify the APPR, or vacate the APPR. If the committee unanimously agrees on one of these choices or if a majority decision is achieved, the committee shall give written notice of its decision to the appealing teacher, the President of the Johnstown Teacher's Association and the Superintendent of Schools within 5 school days of convening the appeals committee. The decision of the committee shall be final.

In the event the committee is tied in its decision on appeal, each member of the committee shall write a brief statement setting forth and explaining his or her recommendation for disposition of the appeal. The committee members' written statements, together with full record of the appeal, shall then be forwarded to the superintendent of schools within 5 school days of the committee's meeting, who shall have the final authority to resolve the appeal. The superintendent's decision shall be in writing and will have as attachments all of the committee members' written statements attached thereto within 10 school days of the receipt of the Appeal's Committee's written submission. Final decision of the appeal will be rendered within 10 school days after receipt of committee statements. Written notice of the final decision shall be given to the appealing teacher, the president of the Johnstown Teachers Association, and be filed with the superintendent of schools.

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 Greater Johnstown School District will comply with all requirements for the training and certification of both lead evaluators and evaluators. This commitment includes both the initial trainings of all evaluators on the nine elements listed in Section 30-2.9 of the Rules of the Board of Regents and the ongoing training and support essential to maintain the needed level of inter-rater reliability. The initial training process began in August 2011 and continues. Eight district administrators were trained and certified in August 2012 after they were trained by the HFM BOCES network team members over the course of a minimum of five days of training. In addition, all administrators will complete and document an additional 22 hours of inter-rater training using Danileson TEACHSCAPE training module.

The Superintendent, upon receipt of proper documentation that an individual has fully completed training, will certify and recommend to the Board of Education annually for the appointment as an evaluator or lead evaluator.

Evaluator training will occur regionally through the HFM BOCES network training team and use any other appropriate training venues which comply with the requirements of Section 30-2.9.

The District will establish a process to maintain inter-rater reliability over time in accordance with NYSED guidance and protocols recommended.

The District will work to ensure that evaluators and lead evaluators maintain inter-rater reliability over time and that they are re-certified on an annual basis and receive updated training on any changes in the law, regulations, or applicable collective bargaining agreements. The training will be done regionally, within the district and through HFM BOCES network team trainers as well as provided by other appropriate training which meets SED guidelines and protocols. The superintendent, upon receipt of proper documentation will certify the level of training and recommend to the Board of Education annually for the appointment as an evaluator or lead evaluator.

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

Created Tuesday, June 19, 2012

Updated Wednesday, November 21, 2012

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

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

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

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

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

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

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

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.	(No response)
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	Not applicable
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Not applicable
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Not applicable
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	Not applicable

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

(No response)

7.4) Special Considerations for Comparable Growth Measures

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

Note: The only allowable controls or adjustments for Comparable Growth Measures are those used in State Growth measures, which

include: prior student achievement results, students with disabilities, English language learners, students in poverty, and, in the future, any other student-, classroom-, and school-level characteristics approved by the Board of Regents.

(No response)

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 Tuesday, June 19, 2012

Updated Tuesday, December 04, 2012

Page 1

Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-6	(d) measures used by district for teacher evaluation	STAR Early Literacy Enterprise, STAR Reading Enterprise STAR Math Enterprise
7-8	(d) measures used by district for teacher evaluation	STAR Reading Enterprise, STAR Math Enterprise
9-12	(d) measures used by district for teacher evaluation	STAR Reading Enterprise, STAR Math Enterprise

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.	All Principals will receive a mean composite score calculated from STAR Math Enterprise and STAR Reading Enterprise student growth percentile composite scores, ranging between 0-99. Composite scores are converted into the HEDI categories of Highly Effective, Effective, Developing and Ineffective.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Principals will be considered Highly Effective, if they receive a STAR Enterprise mean student growth percentile composite score, ranging between 61-99.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Principals will be considered Effective, if they receive a STAR Enterprise mean student growth percentile composite score, ranging between 41-60.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Principals will be considered Developing, if they receive a STAR Enterprise mean student growth percentile composite score, ranging between 21-40.

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

Principals will be considered ineffective, if they receive a STAR Enterprise mean student growth percentile composite score, ranging between 0-20.

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/5366/143946-qBFVOWF7fC/GJSD HEDI APPR section 8 Principals third submisison.doc

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

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

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

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

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

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

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

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

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

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

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

(h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th

grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades

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

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

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

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	(No response)
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable

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

(No response)

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

(No response)

8.3) Locally Developed Controls

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

At this time, the district does not have any adjustments, controls or other special considerations that will be used.

8.4) Principals with More Than One Locally Selected Measure

Describe the district's process for combining multiple locally selected measures where applicable for principals, each scored from 0-15 or 0-20 points as applicable, into a single subcomponent HEDI category and score.

Not applicable

8.5) Assurances

Please check all of the boxes below:

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

9. Other Measures of Effectiveness (Principals)

Created Tuesday, June 12, 2012

Updated Tuesday, December 04, 2012

Page 1

9.1) Principal Practice Rubric

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

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

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

Yes

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

(No response)

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

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

Any remaining points shall be assigned based on results of one or more ambitious and measurable goals set collaboratively with principals and their superintendents or district superintendents.	0
--	---

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

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

9.3) Assurances -- Goals Assure that if any points are assigned to goals, at least one goal will address the principal's contribution to improving teacher effectiveness based on one or more of the following: improved retention of high performing teachers; correlation of student growth scores to teachers granted vs. denied tenure; or improvements in proficiency rating of the principal on specific teacher effectiveness standards in the principal practice rubric.	Checked
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).	Checked

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

All 60 points will be based on the Multidimensional Principal Performance Rubric. There are seven categories, consisting of six domains and goal setting. Each domain has a specific number of Total Category Points that can be achieved. Each Total Category Points score will be weighted to account for the required 0-60 point distribution as follows:

- *Domain 1 will have a value of 4 out of the 60 points*
- *Domain 2 will have a value of 25 out of the 60 points*
- *Domain 3 will have a value of 15 out of the 60 points*
- *Domain 4 will have a value of 3 out of the 60 points*
- *Domain 5 will have a value of 6 out of the 60 points*
- *Domain 6 will have a value of 3 out of the 60 points*
- *Goal setting will have a value of 4 out of the 60 points*

Calculation of the weighted scores described above is determined by the number of points achieved in each category divided by the total points possible for each category, multiplied against the weighted value listed above. Weighted values are added to give an observation score of 0-60 possible points.

Total HEDI ratings for each principal practice rubric scores are:

Highly Effective 57-60

Effective 47-56

Developing 17-46

Ineffective 0-16

Each of the multiple observations scores (described above) are averaged into a total principal practice rubric value between 0-60. For example, if a principal receives three observations with values of

39 points for observation 1

52 points for observation 2

45 points for observation 3

The three observation scores are averaged for a total points value of 45 (rounding) for the principal practice rubric portion of APPR.

Total HEDI ratings for overall principal practice rubric scores are:

Highly Effective 57-60

Effective 47-56

Developing 17-46

Ineffective 0-16

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.

(No response)

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.	57-60: Points for highly effective are determined by the overall score indicated on the Multidimensional Rubric
Effective: Overall performance and results meet standards.	47-56: Points for effective are determined by the overall score indicated on the Multidimensional
Developing: Overall performance and results need improvement in order to meet standards.	17-46: Points for developing are determined by the overall score indicated on the Multidimensional
Ineffective: Overall performance and results do not meet standards.	0-16: Points for ineffective are determined by the overall score indicated on the Multidimensional Rubric

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	57-60
Effective	47-56
Developing	17-46
Ineffective	0-16

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	1
By trained independent evaluator	0
Enter Total	3

Tenured Principals

By supervisor	1
By trained administrator	1
By trained independent evaluator	0
Enter Total	2

10. Composite Scoring (Principals)

Created Tuesday, June 19, 2012

Updated Tuesday, October 16, 2012

Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

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

Highly Effective	57-60
Effective	47-56
Developing	17-46
Ineffective	0-16

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 Tuesday, June 12, 2012

Updated Wednesday, November 21, 2012

Page 1

11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

assets/survey-uploads/5276/141850-Df0w3Xx5v6/PIP_JAA.doc

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Appeals Procedure for the Johnstown Administrators Association (JAA).

- 1. An evaluation shall mean a principals annual professional performance review required by Education Law and Regulations of the Commissioner of Education.*
- 2. Oral appeals will not be considered by the Superintendent of Schools.*
- 3. The burden of proof shall be with the principal initiating the appeal.*
- 4. The appeal procedure constitutes the exclusive means for initiating, reviewing and resolving any and all challenges and appeals*

relating to a principals evaluation and/or improvement plan.

5. A principal may not file multiple appeals regarding the same evaluation and/or improvement plan.

6. All grounds for appealing a particular evaluation and/or improvement plan must be raised with specificity within the same appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.

7. A principal may not utilize any other contractual grievance procedures, administrative or judicial forms for the resolution of challenges and appeals related to the evaluation and/or improvement plan.

8. Appeals related to the issuance of an improvement plan are limited to issues regarding compliance with the requirements prescribed in applicable law and regulations for the issuance of improvement plans.

Probationary Principals

Probationary principals may submit a written rebuttal that will be attached to the APPR in the members personnel file. Probationary principals may not appeal the APPR.

Tenured Principals

A tenured principal has the right to appeal an evaluation and/or improvement plan in writing to the Superintendent of Schools.

Tenured principals may only appeal an overall evaluation for one of the following reasons:

1. Disagreement with the substance of and/or rating of the APPR

2. Failure to adhere to standards and methodologies required for review

3. Failure to adhere to Commissioners Regulations

4. Disagreement with the issuance of or the implementation of the terms of an improvement plan that has been developed in connection with an "ineffective" or "developing" rating

Tenured principals may submit written rebuttals of determinations of "effective" and "highly effective" if desired, but may not appeal those ratings.

Steps

Evaluation Appeal Procedure: A tenured principal will submit a letter to the Superintendent of Schools within fifteen (15) work days of receiving the evaluation indicating that he/she disagrees with the current evaluation and provides the precise reasons and supporting documentation to refute the evaluation in question. The principal will request that the evaluation and supporting documentation be reviewed and the resulting evaluation be considered for rescoring.

Improvement Plan Appeal Procedure: The principal will submit a letter to the Superintendent within fifteen (15) work days of issuance of the improvement plan indicating he/she disagrees with the plan and provides the precise reasons and supporting documentation to refute the improvement plan in question. The principal will request that the improvement plan and implementation procedures be reviewed, supporting documentation be reviewed and considered and the improvement plan modified or suspended.

The Superintendent will notify the Johnstown Administrators Association President of the appeal and schedule an appeal hearing within 15 calendar days of the receipt of the appeal. The hearing will be conducted by the JAA president or his/her designee and the Superintendent of Schools or his/her designee. The two person hearing body must render a decision in writing within ten (10) working days of the appeal hearing.

The two person hearing body (described above) will decide whether to modify the PIP, set aside the rating or uphold the rating. In the event the hearing body can not agree, a mutually agreed upon trained evaluator will conduct an observation of the JAA member within ten (10) work days of the above decision. Within five days of such observation, the trained evaluator will render their advisory opinion regarding the appeal, in order to assist the hearing body in making its decision. Within ten (10) work days of receiving the advisory opinion, the Superintendent or his/her designee and the JAA President or his/her designee (hearing body) will provide a final written decision to the appellant.

A decision sustaining an appeal regarding an evaluation and/or improvement plan shall require that the school district revise the evaluation and/or improvement plan, as appropriate in accordance with the decision. A revised version of the evaluation and/or improvement plan will be placed in the principal's personnel file, and the original successfully appealed evaluation and/or improvement plan shall be redacted accordingly. The revised evaluation and/or improvement plan shall not be subject to further appeal, nor afford the principal any rights greater than those already available to them in accordance with law, Commissioners Regulations, and Commissioner interpretations of applicable law.

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 Greater Johnstown School District will comply with all requirements for the training and certification of both lead evaluators and evaluators. This commitment includes both the initial trainings of all evaluators on the nine elements listed in Section 30-2.9 of the Rules of the Board of Regents and the ongoing training and support essential to maintain the needed level of inter-rater reliability. The initial training process began in August 2011 and continues. Eight district administrators were trained and certified in August 2012 after they were trained by the HFM BOCES network team members over the course of a minimum of five days of training. In addition, all administrators will complete and document an additional 22 hours of inter-rater training using Danileson TEACHSCAPE training module.

The Superintendent, upon receipt of proper documentation that an individual has fully completed training, will certify and recommend to the Board of Education annually for the appointment as an evaluator or lead evaluator.

Evaluator training will occur regionally through the HFM BOCES network training team and use any other appropriate training venues which comply with the requirements of Section 30-2.9.

The District will establish a process to maintain inter-rater reliability over time in accordance with NYSED guidance and protocols recommended.

The District will work to ensure that evaluators and lead evaluators maintain inter-rater reliability over time and that they are re-certified on an annual basis and receive updated training on any changes in the law, regulations, or applicable collective bargaining agreements. The training will be done regionally, within the district and through HFM BOCES network team trainers as well as provided by other appropriate training which meets SED guidelines and protocols. The superintendent, upon receipt of proper documentation will certify the level of training and recommend to the Board of Education annually for the appointment as an evaluator or lead evaluator.

11.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

to evaluate its teachers or principals

(7) use of the Statewide Instructional Reporting System

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

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

-
- Checked
-

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Tuesday, June 12, 2012

Updated Tuesday, December 04, 2012

Page 1

12.1) Upload the Joint Certification of the APPR Plan

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

<assets/survey-uploads/5581/141849-3Uqgn5g9Iu/GJSD APPR signature third submission.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.

GJSD Danielson's Framework for Teaching (2011)											
Conversion Flow Chart											
	Step1	Step2	Step3	Step4	Step5	Step6	Step7	Step8			
	Relative value of each Domain	Relative Value of Each Sub Domain	Evaluator gives teacher a rating (1-4) for each sub domain (4=HE, 3=E, 2=D, 1=L.E)	Weigh Subdoma in Scores	Total Domain Score	Weigh Total Domain Score & Compute Total	HEIDI Bands (Rounded*)	Conversion Chart			
Domain 1: Planning & Prep.	20%						H=59-60		Conversion Score		
A. Knowledge of content and pedagogy		30%					E=57-58	1.000	0	1.292	36
B. Knowledge of Students		15%					D=50-56	1.008	1	1.300	37
C. Setting instructional Outcomes		15%					I=0-49	1.017	2	1.308	38
D. Knowledge of Resources		10%						1.025	3	1.317	39
E. Designing coherent instruction		15%						1.033	4	1.325	40
F. Designing student assessments		15%						1.042	5	1.333	41
		100%			0	0		1.050	6	1.342	42
Domain 2: Classroom Environment	30%							1.058	7	1.350	43
A. Respect & Rapport		25%						1.067	8	1.358	44
B. Culture for Learning		25%						1.075	9	1.367	45
C. Managing Classroom Procedures		15%						1.083	10	1.375	46
D. Managing Student Behavior		25%						1.092	11	1.383	47
E. Organizing Physical Space		10%						1.100	12	1.392	48
		100%			0	0		1.108	13	1.400	49
Domain 3: Instruction	40%							1.115	14	1.5	50
A. Communicating with Students		20%						1.123	15	1.6	50.7
B. Questioning Pupils and Discussion		20%						1.131	16	1.7	51.4
C. Engaging Students in Learning		20%						1.138	17	1.8	52.1
D. Using Assessments in Instruction		20%						1.146	18	1.9	52.8
E. Using Flexibility and Responsiveness		20%						1.154	19	2	53.5
		100%			0	0		1.162	20	2.1	54.2

GJSD Danielson's Framework for Teaching (2011) Conversion Flow Chart													
		Step1	Step2	Step3	Step4	Step5	Step6	Step7	Step8				
		Relative value of each Domain	Relative Value of Each Sub Domain	Evaluator gives teacher a rating (1-4) for each sub domain (4=HE, 3=E, 2=D, 1=I.E)	Weigh Subdoma in Scores	Total Domain Score	Weigh Total Domain Score & Compute Total	HEIDI Bands (Rounded*)	Conversion Chart				
Domain 4: Professional Responsibilities		10%							1.169	21	2.2	54.9	
	A. Reflecting on Teaching		20%						1.177	22	2.3	55.6	
	B. Maintaining Accurate Records		20%						1.185	23	2.4	56.3	
	C. Communicating with Families		20%						1.192	24	2.5	57	
	D. Participating in a Professional Community		10%						1.200	25	2.6	57.2	
	E. Growing and Developing Professionally		10%						1.208	26	2.7	57.4	
	F. Showing Professionalism		20%						1.217	27	2.8	57.6	
			100%			0	0		1.225	28	2.9	57.8	
<p>Evidence:</p> <ul style="list-style-type: none"> Submitted to inform the observation Submitted for sections not observed <p>Comprehensive rubric score is computed by averaging each observation score by the number of observations</p> <p>Comprehensive rubric score for APPR teacher evaluation comprises no more than 60 points of the total evaluation score: (Round conversion score from Step 8 into the HEDI band categories displayed in Step 7) _____</p>									1.233	29	3	58	
										1.242	30	3.1	58.2
										1.250	31	3.2	58.4
										1.258	32	3.3	58.6
										1.267	33	3.4	58.8
										1.275	34	3.5	59
										1.283	35	3.6	59.3
												3.7	59.5
												3.8	59.8
												3.9	60
										4	60.25 (round to 60)		

* Step 7: rounding to the nearest whole number, not to exceed the highest HEDI score possible.

Form 2.10) All Other Courses

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

Course(s) or Subject(s)	Option	Assessment
Music Electives	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> <input type="radio"/> School/BOCES-wide/group/team results based on State	Johnstown District-developed course-specific assessment
Elementary Art	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Johnstown District-developed Grade Specific Elementary Art assessment
Jr-High Art	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Johnstown District-developed Grade Specific Jr-High Art assessment
Studio Art 9-12	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Johnstown District-developed Course specific Studio Art assessment

[Type text]

[Type text]

[Type text]

Course(s) or Subject(s)	Option	Assessment
Art Electives	State Assessment State-approved 3rd party assessment X District, Regional or BOCES-developed School/BOCES-wide/group/team results based on State	Johnstown District-developed course specific assessment
Jr-High Health	State Assessment State-approved 3rd party assessment X District, Regional or BOCES-developed School/BOCES-wide/group/team results based on State	Johnstown District-developed Course specific Jr-High Health assessment
Sr-High Health	State Assessment State-approved 3rd party assessment X District, Regional or BOCES-developed School/BOCES-wide/group/team results based on State	Johnstown District-developed Course specific Sr-High Health assessment
Jr-High Technology	State Assessment State-approved 3rd party assessment X District, Regional or BOCES-developed School/BOCES-wide/group/team results based on State	Johnstown District-developed Grade specific Jr-High Technology assessment

Course(s) or Subject(s)	Option	Assessment
Sr-High Technology Electives	State Assessment State-approved 3rd party assessment X District, Regional or BOCES-developed School/BOCES-wide/group/team results based on State	Johnstown District-developed course specific assessment
Sr-High Business Electives	State Assessment State-approved 3rd party assessment X District, Regional or BOCES-developed School/BOCES-wide/group/team results based on State	Johnstown District-developed course specific assessment
Elementary Physical Education	State Assessment State-approved 3rd party assessment X District, Regional or BOCES-developed School/BOCES-wide/group/team results based on State	Johnstown District-developed Grade specific Elementary physical education assessment
Jr-High Physical Education	State Assessment State-approved 3rd party assessment X District, Regional or BOCES-developed School/BOCES-wide/group/team results based on State	Johnstown District-developed Grade Specific Jr-High physical education assessment

Course(s) or Subject(s)	Option	Assessment
Sr-High Physical Education	State Assessment State-approved 3rd party assessment X District, Regional or BOCES-developed School/BOCES-wide/group/team results based on State	Johnstown District-developed course specific Sr-High physical education assessment
Spanish 1	State Assessment State-approved 3rd party assessment X District, Regional or BOCES-developed School/BOCES-wide/group/team results based on State	FLACS Johnstown District developed Spanish check point A exam
Spanish 2	State Assessment State-approved 3rd party assessment X District, Regional or BOCES-developed School/BOCES-wide/group/team results based on State	Johnstown District-developed course specific Spanish 1 assessment
Spanish 3	State Assessment State-approved 3rd party assessment X District, Regional or BOCES-developed School/BOCES-wide/group/team results based on State	FLACS Johnstown District developed Spanish check point B exam

Course(s) or Subject(s)	Option	Assessment
Spanish Electives	State Assessment State-approved 3rd party assessment X District, Regional or BOCES-developed School/BOCES-wide/group/team results based on State	Johnstown District-developed course specific assessment
ELA AIS grades K&1	State Assessment X State-approved 3rd party assessment District, Regional or BOCES-developed School/BOCES-wide/group/team results based on State	STAR Early Literacy Enterprise
ELA AIS grade 2	State Assessment X State-approved 3rd party assessment District, Regional or BOCES-developed School/BOCES-wide/group/team results based on State	STAR Reading Enterprise
ELA AIS grades 3-6	x State Assessment State-approved 3rd party assessment District, Regional or BOCES-developed School/BOCES-wide/group/team results based on State	NYSTP ELA assessment grades 3-6

Course(s) or Subject(s)	Option	Assessment
Math AIS grades k-2	<p>State Assessment</p> <p>X State-approved 3rd party assessment</p> <p>District, Regional or BOCES-developed</p> <p>School/BOCES-wide/group/team results based on State</p>	STAR Math Enterprise
Math AIS grades 4-6	<p>X State Assessment</p> <p>State-approved 3rd party assessment</p> <p>District, Regional or BOCES-developed</p> <p>School/BOCES-wide/group/team results based on State</p>	NYSTP Math assessment grades 3-6
K-2 Self Contained Special Education ELA & Math	<p>State Assessment</p> <p>X State-approved 3rd party assessment</p> <p>District, Regional or BOCES-developed</p> <p>School/BOCES-wide/group/team results based on State</p>	<p>STAR Early Literacy Enterprise</p> <p>STAR Math Enterprise</p>
3-8 Self Contained Special Education ELA & Math	<p>X State Assessment</p> <p>State-approved 3rd party assessment</p> <p>District, Regional or BOCES-developed</p> <p>School/BOCES-wide/group/team results based on State</p>	<p>NYSTP ELA assessment grades 3-8</p> <p>NYSTP Math assessment grades 3-8</p>

Course(s) or Subject(s)	Option	Assessment
Self Contained Special Education Regents English	X State Assessment State-approved 3rd party assessment District, Regional or BOCES- developed School/BOCES-wide/group/team results based on State	NYS English Regents
Self Contained Special Education Regents Algebra	X State Assessment State-approved 3rd party assessment District, Regional or BOCES- developed School/BOCES-wide/group/team results based on State	NYS Algebra 1 Regents
Self Contained Special Education Regents Geometry	X State Assessment State-approved 3rd party assessment District, Regional or BOCES- developed School/BOCES-wide/group/team results based on State	NYS Geometry Regents
Self Contained Special Education Regents Earth Science	X State Assessment State-approved 3rd party assessment District, Regional or BOCES-	NYS Earth Science Regents

	<p>developed</p> <p>School/BOCES-wide/group/team results based on State</p>	
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Course(s) or Subject(s)	Option	Assessment
Self Contained Special Education Regents Living Environment	<p>X State Assessment</p> <p>State-approved 3rd party assessment</p> <p>District, Regional or BOCES-developed</p> <p>School/BOCES-wide/group/team results based on State</p>	NYS Living Environment Regents
Self Contained Special Education Global 1	<p>State Assessment</p> <p>State-approved 3rd party assessment</p> <p>X District, Regional or BOCES-developed</p> <p>School/BOCES-wide/group/team results based on State</p>	Johnstown District-developed course specific Global 1 assessment
Self Contained Special Education Regents Global II	<p>X State Assessment</p> <p>State-approved 3rd party assessment</p> <p>District, Regional or BOCES-developed</p> <p>School/BOCES-wide/group/team results based on State</p>	NYS Global II Regents
All other teachers not named	<p>State Assessment</p> <p>State-approved 3rd party assessment</p> <p>X District, Regional or BOCES-developed</p>	Johnstown-District-developed-course-specific assessment

	School/BOCES-wide/group/team results based on State	
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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.	HEDI ratings for all other teachers will be based on the percent of students who achieve their targeted measures of achievement established after the pre-test administration. See attached chart.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	For all other teachers the expectation is that 85-100 percent of students will meet the target set for a teacher to be considered highly effective.
Effective (9 - 17 points) Results meet District goals for similar students.	For all other teachers the expectation is that 70-84 percent of students will meet the target set for a teacher to be considered effective
Developing (3 - 8 points) Results are below District goals for similar students.	For all other teachers the expectation is that 50-69 percent of students will meet the target set for a teacher to be considered developing
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	For all other teachers the expectation is that 0-49 percent of students will meet the target set for a teacher to be considered ineffective.

Greater Johnstown School District

Section 2 of APPR submission

Growth 20 points

Differentiated Targets

K-3 ELA & Math

9-12 ELA and Math

All other courses (*not ELA & Math*)

96-100	91-95	85-90	83-84	81-82	79-80	77-78	75-76	73-74	72	71	70	66-69	62-65	58-61	54-57	51-53	50	36-49	21-35	0-20	% Of students achieving their targets on post test
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0	
H.E.		Effective									Developing						Ineffective				

Greater Johnstown School District APPR section 8 HEDI Bands

**STAR SGP HEDI for Principals
AT 15 points Value Added (local)**

81-99	61-80	58-60	54-57	50-53	47-49	44-46	41-43	36-40	31-35	26-30	21-25	15-20	10-14	5-9	0-4	SGP Composite Score*
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0	
Highly Effective		Effective						Developing				Ineffective				

*Mean SGP (MGP) for STAR attained by averaging all SGP scores.

Greater Johnstown School District

Section 3 of APPR submission

**Local 20 points
Differentiated Bands
All courses other than ELA & Math**

% Of students attaining proficiency on post test																				% Of students proficient at pre test	
90-100	85-89	80-84	77-79	74-76	71-73	68-70	65-67	62-64	59-61	57-58	55-56	50-54	46-49	42-45	38-41	34-37	30-33	20-29	10-19	0-9	Less than 33% students proficient
96-100	91-95	85-90	83-84	81-82	79-80	77-78	75-76	73-74	72	71	70	66-69	62-65	58-61	54-57	51-53	50	36-49	21-35	0-20	Greater than 33% of students proficient
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0	
H.E.		Effective										Developing					Ineffective				

**STAR SGP scoring at Current 20 points
K-3 ELA/Math
9-12 ELA/Math**

87-99	74-86	61-73	58-60	55-57	53-54	51-52	49-50	47-48	45-46	43-44	41-42	37-40	33-36	30-32	27-29	24-26	21-23	14-20	7-13	1-6	SGP composite score*
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0	
H.E.		Effective										Developing					Ineffective				

*Mean SGP (MGP) for STAR attained by averaging all SGP scores.

**STAR SGP scoring at Value Added 15 points
4-8 ELA & Math**

81-99	61-80	58-60	54-57	50-53	47-49	44-46	41-43	36-40	31-35	26-30	21-25	15-20	10-14	5-9	0-4	SGP Composite Score*
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0	
Highly Effective	Effective							Developing				Ineffective				

*Mean SGP (MGP) for STAR attained by averaging all SGP scores.

Form 3.12) All Other Courses

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

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
Music Electives	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input checked="" type="radio"/> 7) Student Learning Objectives 	Johnstown District-developed course-specific assessment
Elementary Art	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input checked="" type="radio"/> 7) Student Learning Objectives 	Johnstown District-developed Grade specific Elementary Art assessment

Jr-High Art	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input checked="" type="radio"/> 7) Student Learning Objectives 	Johnstown District-developed Jr-High Art assessment
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Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
Studio Art 9-12	<ul style="list-style-type: none"> 1) Change in % of student performance level on State 2) Teacher specific growth computed by NYSED 3) Teacher specific achievement/growth score computed locally 4) State-approved 3rd party 5) District/regional/BOCES–developed 6(i) School-wide measure based on State-provided measure 6(ii) School wide measure computed locally X 7) Student Learning Objectives 	Johnstown District-developed Studio Art assessment
Art Electives	<ul style="list-style-type: none"> 1) Change in % of student performance level on State 	Johnstown District-developed course specific assessment

	<p>2) Teacher specific growth computed by NYSED</p> <p>3) Teacher specific achievement/growth score computed locally</p> <p>4) State-approved 3rd party</p> <p>5) District/regional/BOCES–developed</p> <p>6(i) School-wide measure based on State-provided measure</p> <p>6(ii) School wide measure computed locally</p> <p>X 7) Student Learning Objectives</p>	
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Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
Jr-High Health	<p>1) Change in % of student performance level on State</p> <p>2) Teacher specific growth computed by NYSED</p> <p>3) Teacher specific achievement/growth score computed locally</p> <p>4) State-approved 3rd party</p> <p>5) District/regional/BOCES–developed</p> <p>6(i) School-wide measure based on State-provided measure</p> <p>6(ii) School wide measure computed locally</p> <p>X 7) Student Learning Objectives</p>	Johnstown District-developed Jr-High Health assessment
Sr-High Health	<p>1) Change in % of student performance level on State</p> <p>2) Teacher specific growth computed by NYSED</p>	Johnstown District-developed Sr-High Health assessment

	<p>3) Teacher specific achievement/growth score computed locally</p> <p>4) State-approved 3rd party</p> <p>5) District/regional/BOCES–developed</p> <p>6(i) School-wide measure based on State-provided measure</p> <p>6(ii) School wide measure computed locally</p> <p>X 7) Student Learning Objectives</p>	
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Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
Jr-High Technology	<p>1) Change in % of student performance level on State</p> <p>2) Teacher specific growth computed by NYSED</p> <p>3) Teacher specific achievement/growth score computed locally</p> <p>4) State-approved 3rd party</p> <p>5) District/regional/BOCES–developed</p> <p>6(i) School-wide measure based on State-provided measure</p> <p>6(ii) School wide measure computed locally</p> <p>X 7) Student Learning Objectives</p>	Johnstown District-developed Grade Specific Jr-High Technology assessment
Sr-High Technology Electives	<p>1) Change in % of student performance level on State</p> <p>2) Teacher specific growth computed by NYSED</p> <p>3) Teacher specific achievement/growth score computed locally</p> <p>4) State-approved 3rd party</p>	Johnstown District-developed course specific assessment

	<p>5) District/regional/BOCES–developed</p> <p>6(i) School-wide measure based on State-provided measure</p> <p>6(ii) School wide measure computed locally</p> <p>X 7) Student Learning Objectives</p>	
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Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
Sr-High Business Electives	<p>1) Change in % of student performance level on State</p> <p>2) Teacher specific growth computed by NYSED</p> <p>3) Teacher specific achievement/growth score computed locally</p> <p>4) State-approved 3rd party</p> <p>5) District/regional/BOCES–developed</p> <p>6(i) School-wide measure based on State-provided measure</p> <p>6(ii) School wide measure computed locally</p> <p>X 7) Student Learning Objectives</p>	Johnstown District-developed course specific assessment
Elementary Physical Education	<p>1) Change in % of student performance level on State</p> <p>2) Teacher specific growth computed by NYSED</p> <p>3) Teacher specific achievement/growth score computed locally</p> <p>4) State-approved 3rd party</p> <p>5) District/regional/BOCES–developed</p>	Johnstown District-developed Grade Specific Elementary physical education assessment

	6(i) School-wide measure based on State-provided measure 6(ii) School wide measure computed locally X 7) Student Learning Objectives	
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Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
Jr-High Physical Education	1) Change in % of student performance level on State 2) Teacher specific growth computed by NYSED 3) Teacher specific achievement/growth score computed locally 4) State-approved 3rd party 5) District/regional/BOCES–developed 6(i) School-wide measure based on State-provided measure 6(ii) School wide measure computed locally X 7) Student Learning Objectives	Johnstown District-developed Grade Specific Jr-High physical education assessment
Sr-High Physical Education	1) Change in % of student performance level on State 2) Teacher specific growth computed by NYSED 3) Teacher specific achievement/growth score computed locally 4) State-approved 3rd party 5) District/regional/BOCES–developed 6(i) School-wide measure based on State-provided measure	Johnstown District-developed Grade Specific Sr-High physical education assessment

	6(ii) School wide measure computed locally	
	X 7) Student Learning Objectives	

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
Spanish 1	1) Change in % of student performance level on State 2) Teacher specific growth computed by NYSED 3) Teacher specific achievement/growth score computed locally 4) State-approved 3rd party 5) District/regional/BOCES–developed 6(i) School-wide measure based on State-provided measure 6(ii) School wide measure computed locally X 7) Student Learning Objectives	FLACS Johnstown District developed Spanish check point A exam
Spanish 2	1) Change in % of student performance level on State 2) Teacher specific growth computed by NYSED 3) Teacher specific achievement/growth score computed locally 4) State-approved 3rd party 5) District/regional/BOCES–developed 6(i) School-wide measure based on State-provided measure 6(ii) School wide measure computed locally	Johnstown District-developed course specific Spanish 1 assessment

	X 7) Student Learning Objectives	
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Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
Spanish 3	1) Change in % of student performance level on State 2) Teacher specific growth computed by NYSED 3) Teacher specific achievement/growth score computed locally 4) State-approved 3rd party 5) District/regional/BOCES–developed 6(i) School-wide measure based on State-provided measure 6(ii) School wide measure computed locally X 7) Student Learning Objectives	FLACS Johnstown District developed Spanish check point B exam
Spanish Electives	1) Change in % of student performance level on State 2) Teacher specific growth computed by NYSED 3) Teacher specific achievement/growth score computed locally 4) State-approved 3rd party 5) District/regional/BOCES–developed 6(i) School-wide measure based on State-provided measure 6(ii) School wide measure computed locally X 7) Student Learning Objectives	Johnstown District-developed course specific assessment

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
ELA AIS grades K& 1	1) Change in % of student performance level on State 2) Teacher specific growth computed by NYSED 3) Teacher specific achievement/growth score computed locally X 4) State-approved 3rd party 5) District/regional/BOCES–developed 6(i) School-wide measure based on State-provided measure 6(ii) School wide measure computed locally 7) Student Learning Objectives	STAR Early Literacy Enterprise
ELA AIS grade 2	1) Change in % of student performance level on State 2) Teacher specific growth computed by NYSED X 3) Teacher specific achievement/growth score computed locally 4) State-approved 3rd party 5) District/regional/BOCES–developed 6(i) School-wide measure based on State-provided measure 6(ii) School wide measure computed locally 7) Student Learning Objectives	STAR Reading Enterprise

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
ELA AIS grades 3-6	<ul style="list-style-type: none"> 1) Change in % of student performance level on State 2) Teacher specific growth computed by NYSED 3) Teacher specific achievement/growth score computed locally X 4) State-approved 3rd party 5) District/regional/BOCES–developed 6(i) School-wide measure based on State-provided measure 6(ii) School wide measure computed locally 7) Student Learning Objectives 	STAR Reading Enterprise
Math AIS	<ul style="list-style-type: none"> 1) Change in % of student performance level on State 2) Teacher specific growth computed by NYSED 3) Teacher specific achievement/growth score computed locally X 4) State-approved 3rd party 5) District/regional/BOCES–developed 6(i) School-wide measure based on State-provided measure 6(ii) School wide measure computed locally 7) Student Learning Objectives 	STAR Math Enterprise

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
K-2 Self Contained Special Education ELA & Math	1) Change in % of student performance level on State 2) Teacher specific growth computed by NYSED 3) Teacher specific achievement/growth score computed locally X 4) State-approved 3rd party 5) District/regional/BOCES–developed 6(i) School-wide measure based on State-provided measure 6(ii) School wide measure computed locally 7) Student Learning Objectives	STAR Early Literacy Enterprise STAR Math Enterprise
3-8 Self Contained Special Education ELA & Math	1) Change in % of student performance level on State 2) Teacher specific growth computed by NYSED 3) Teacher specific achievement/growth score computed locally X 4) State-approved 3rd party 5) District/regional/BOCES–developed 6(i) School-wide measure based on State-provided measure 6(ii) School wide measure computed locally 7) Student Learning Objectives	NYSTP ELA assessment grades 3-8 NYSTP Math assessment grades 3-8

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
Self Contained Special Education Regents English	1) Change in % of student performance level on State 2) Teacher specific growth computed by NYSED 3) Teacher specific achievement/growth score computed locally X 4) State-approved 3rd party 5) District/regional/BOCES–developed 6(i) School-wide measure based on State-provided measure 6(ii) School wide measure computed locally 7) Student Learning Objectives	STAR Reading Enterprise
Self Contained Special Education Regents Algebra	1) Change in % of student performance level on State 2) Teacher specific growth computed by NYSED 3) Teacher specific achievement/growth score computed locally X 4) State-approved 3rd party 5) District/regional/BOCES–developed 6(i) School-wide measure based on State-provided measure 6(ii) School wide measure computed locally 7) Student Learning Objectives	STAR Math Enterprise

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
Self Contained Special Education Regents Geometry	1) Change in % of student performance level on State 2) Teacher specific growth computed by NYSED 3) Teacher specific achievement/growth score computed locally X 4) State-approved 3rd party 5) District/regional/BOCES–developed 6(i) School-wide measure based on State-provided measure 6(ii) School wide measure computed locally 7) Student Learning Objectives	STAR Math Enterprise
Self Contained Special Education Regents Earth Science	1) Change in % of student performance level on State 2) Teacher specific growth computed by NYSED 3) Teacher specific achievement/growth score computed locally 4) State-approved 3rd party 5) District/regional/BOCES–developed 6(i) School-wide measure based on State-provided measure 6(ii) School wide measure computed locally X 7) Student Learning Objectives	NYS Earth Science Regents

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
Self Contained Special Education Regents Living Environment	1) Change in % of student performance level on State 2) Teacher specific growth computed by NYSED 3) Teacher specific achievement/growth score computed locally 4) State-approved 3rd party 5) District/regional/BOCES–developed 6(i) School-wide measure based on State-provided measure 6(ii) School wide measure computed locally X 7) Student Learning Objectives	NYS Living Environment Regents
Self Contained Special Education Global 1	1) Change in % of student performance level on State 2) Teacher specific growth computed by NYSED 3) Teacher specific achievement/growth score computed locally 4) State-approved 3rd party 5) District/regional/BOCES–developed 6(i) School-wide measure based on State-provided measure 6(ii) School wide measure computed locally X 7) Student Learning Objectives	Johnstown District- developed course specific Global 1 assessment

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
Self Contained Special Education Regents Global II	1) Change in % of student performance level on State 2) Teacher specific growth computed by NYSED 3) Teacher specific achievement/growth score computed locally 4) State-approved 3rd party 5) District/regional/BOCES–developed 6(i) School-wide measure based on State-provided measure 6(ii) School wide measure computed locally X 7) Student Learning Objectives	NYS Global II Regents
All other teachers not named	1) Change in % of student performance level on State 2) Teacher specific growth computed by NYSED 3) Teacher specific achievement/growth score computed locally 4) State-approved 3rd party 5) District/regional/BOCES–developed 6(i) School-wide measure based on State-provided measure 6(ii) School wide measure computed locally X 7) Student Learning Objectives	Johnstown-District-developed-course-specific assessment

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	
<p>Highly Effective (14 - 15 points) Results are well above District- or BOCES - adopted expectations for growth or achievement for grade/subject.</p>	
<p>Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	
<p>Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	

Greater Johnstown School District

Section 3 of APPR submission

**Local 20 points
Differentiated Bands
All courses other than ELA & Math**

% Of students attaining proficiency on post test																				% Of students proficient at pre test	
90-100	85-89	80-84	77-79	74-76	71-73	68-70	65-67	62-64	59-61	57-58	55-56	50-54	46-49	42-45	38-41	34-37	30-33	20-29	10-19	0-9	Less than 33% students proficient
96-100	91-95	85-90	83-84	81-82	79-80	77-78	75-76	73-74	72	71	70	66-69	62-65	58-61	54-57	51-53	50	36-49	21-35	0-20	Greater than 33% of students proficient
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0	
H.E.		Effective										Developing					Ineffective				

**STAR SGP scoring at Current 20 points
K-3 ELA/Math
9-12 ELA/Math**

87-99	74-86	61-73	58-60	55-57	53-54	51-52	49-50	47-48	45-46	43-44	41-42	37-40	33-36	30-32	27-29	24-26	21-23	14-20	7-13	1-6	SGP composite score*
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0	
H.E.		Effective										Developing					Ineffective				

*Mean SGP (MGP) for STAR attained by averaging all SGP scores.

**STAR SGP scoring at Value Added 15 points
4-8 ELA & Math**

81-99	61-80	58-60	54-57	50-53	47-49	44-46	41-43	36-40	31-35	26-30	21-25	15-20	10-14	5-9	0-4	SGP Composite Score*
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0	
Highly Effective	Effective						Developing				Ineffective					

*Mean SGP (MGP) for STAR attained by averaging all SGP scores.

PART V

TEACHER IMPROVEMENT PLANS

The NYS Commissioner's Regulation (30-2.10) requires that any teacher with an annual professional performance review rated as Developing or Ineffective shall receive a Teacher Improvement Plan ("TIP"). A TIP is not a disciplinary action. A TIP shall be developed by the supervising administrator in consultation with the teacher and union representative. At the end of the timeline set forth in the TIP, the teacher, supervising administrator and union representative shall meet to assess the teacher's performance and ability to achieve the goals set forth in the TIP. Based on the outcome of this assessment, the TIP may be deemed satisfied, modified and continued, or deemed as having been unsuccessfully c

The TIP is used exclusively for those teachers whose **annual teacher evaluation composite score** is rated "developing" or "ineffective". The final evaluation must be based on at least one formal observation completed by the supervising administrator during the current school year. The final evaluation includes evidence from all teacher rubric components and encompasses much more than the formal observation (e.g. informal observations, evidence binder, etc.).

A TIP is completed collegially among the teacher whose rating is "developing" or "ineffective", supervising administrator and union representative. They set professional goals to ensure growth toward improved student outcomes. Working towards this growth in an environment of professional respect is an expectation for all parties.

The TIP should be developed as soon as practicable after the final evaluation has been completed, but in no case later than ten (10) school days after the date on which teachers are required to report prior to the opening of classes for the new school year. The TIP should be structured around each of the teacher rubric components. TIP goals/activities should be structured so that no more than four or five at a time are addressed. The following should be included on the TIP:

- Area(s) in need of Growth
- Statement of the Goals
- Intervention Strategies (i.e. where appropriate, differentiated activities to support the teacher's improvement)
- Resources
- Sample Indicators of Success
- Timeline for achieving improvement

All participants in the TIP meeting should be listed on the TIP. Periodic follow-up sessions should be conducted to assess the teacher's progress.

- 4) Resources – The teacher, administrator and union representative will jointly list resources, available district materials, workshops, etc. to help improve the teacher’s practice.

- 5) Sample Indicators of Success – The teachers, administrator and union representative will mutually agree upon tangible or visible indicators of success (linked to the APPR rubric selected).

- 6) 6) Timeline – The teacher, administrator and union representative will discuss and a time line for improvement shall be set forth for the process and a date(s) for the follow-up evaluation(s). The teacher will present documentation and evidence of improvement in the designated area at this time. Additional observations/meetings will take place as needed.

The Teacher Improvement Plan and all records of subsequent observations and meetings will become part of the teacher’s record. The teacher should maintain copies of all documentation.

Teacher Signature: _____ Date: _____

Administrator
Signature: _____ Date: _____

Teacher
Association Rep.
Signature: _____ Date: _____

Signature does not imply agreement, but acknowledges review and receipt of the plan. Written comments may be attached.

**The Greater Johnstown School District
Johnstown Administrator Improvement Plan**

Name of Principal _____

School Building _____ Academic Year _____

Deficiency that promulgated the “ineffective” or “developing” rating:

Improvement Goal/outcome:

Action Steps/Activities:

Timeline for completion:

Required and accessible Resources, including identification of responsibility for provision:

Dates of formative evaluation on progress (Superintendent and Principal initial each date to confirm the meeting):

December:

March:

Other:

Evidence to be provided for Goal Achievement:

Assessment Summary: Superintendent is to attach a narrative summary of improvement progress, including verification of the provision of support and resources as outlined above no later than ten (10) work days after the identified completion date. Such summary shall be signed by the Superintendent and Principal with the opportunity for the principal to attaché comments.

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

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

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

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

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

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

Signatures, dates

Superintendent Signature: Date:

Robert Delillo 12/3/12

Teachers Union President Signature: Date:

Louise Karvick 12/3/12

Administrative Union President Signature: Date:

Michael B... 12/4/12

Board of Education President Signature: Date:

Paul M. ... 12/3/12