



400 West North Street
Geneva, NY 14456
P (315) 781-0400 F (315) 781-4128

PRINCIPAL EVALUATION

3.1 The Superintendent shall be the lead evaluator for principals, except when special circumstances exist such as the inability or unavailability of the Superintendent to perform as the evaluator. In that case the Superintendent will designate an alternative evaluator.

3.2 For each principal who will receive an evaluation for the 2012-13 school year, the District agrees that if any such principal receives an “ineffective” HEDI rating, the District will not use this 2012-13 “ineffective” rating in an expedited Education Law Section 3020-a proceeding prosecuted against any such principal.

ARTICLE IV PRINCIPAL EFFECTIVENESS

4.1 Annual professional performance reviews shall differentiate principal effectiveness using a composite effectiveness score. Based on the principal’s composite effectiveness score a principal shall be rated as either:

Highly Effective	91-100
Effective	75-90
Developing	65-74
Ineffective	0-64

Level	Achievement Growth Measures	Local assessment of growth or achievement	Other Measures (principal 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 of student learning standards for grade/subject.	Overall performance and results exceed 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 of student learning standards for grade/subject.	Overall performance and results meet standards.

Level	Achievement Growth Measures	Local assessment of growth or achievement	Other Measures (principal 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 of student learning standards for grade/subject.	Overall performance and results need improvement in order to meet 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 of student learning standards for grade/subject.	Overall performance and results do not meet standards.

4.2 The composite score is determined as follows:

Value-Added Model

Student Growth Measures	25 points
Locally Selected Measures	15 points
Other Measures of Administrator Effectiveness	60 points

OR

No Value-Added Model

Student Growth Measures	20 points
Locally Selected Measures	20 points
Other Measures of Administrator Effectiveness	60 points

A. Student Growth Measures / Student Learning Objectives

The 20 or 25 points for student growth measures shall be the state provided score. Where there is no state score generated, the principal shall develop Student Learning Objectives (SLO) for approval by the Superintendent for the 20 points comparable measure. They shall be developed by October 15. The superintendent shall meet with the principals and provide the decision on approval within 5 days of submission by the principal.

B. Locally Selected Measures of Student Achievement Subcomponent

20% of the composite effectiveness score is based on State assessments or other locally-selected measures of student achievement that are determined to be rigorous and comparable across classrooms as defined by the Commissioner (decreased to 15% upon implementation of value-added growth model). **This process will be used with students who are continuously enrolled from BEDS day to June 14th each year.**

This subcomponent of student achievement shall be based on an achievement target setting process to produce annual Local Achievement Targets (LAT) to be

Imagine • Believe • Achieve

mutually agreed upon between the principal and the Superintendent. For all targets, the Superintendent and the principal shall identify measures including, but not limited to the following from NY SED identified options:

- Student performance on any district wide locally selected assessments approved for use in teacher evaluations. (Elementary Schools, Middle School and High School)
- Achievement on state tests (e.g. percent proficient or advanced in ELA and Math, grades 4 to 8 (Elementary Schools, Middle School).
- Growth or achievement for student subgroups (SES, ELL, SWD, BAA, Latino on NY State assessments in ELA and Math, grades 4 to 8. (Elementary Schools, Middle School).
- Growth or achievement for students in ELA and Math, grades 4 to 8, starting at specific performance levels (e.g. level, 2) on NY State or other assessments. (Elementary Schools, Middle School).
- Percent of cohort achieving specified scores on Regents exams, Advance Placement, International Baccalaureate, or other Regents exam equivalents. (High School).
- Graduation rates (for 4,5, 6 years) and/or dropout rates. (High School).
- Graduation percentage with Advanced Regents designation and/or honors (High School).
- Credit accumulation (e.g. 9th and 10th grade) or other strong predictor of progress toward graduation. (High School).
- Student Learning Objectives, if principal does not have state-provided growth or value-added measures for the growth subcomponent (i.e. the first 20%). (Elementary Schools, Middle School, High School).

Setting K-12 District wide goal based on increase in percent of students proficient in all state assessments (K-12) and all Regents examinations taken at Geneva High School. When selecting this option the number of students proficient on a state assessment or Regents examination divided by the number of students taking that state assessment or Regents examination multiplied by 100%. All students on the roster will be expected to take the examination and all possible efforts should be made to achieve this. The measurement will be calculated by taking the current year weighted average subtracting the prior year's weighted average to determine growth.

Imagine • Believe • Achieve

15 Point Scale to be determined annually and may be further modified if significant adjustments are made at the State level to exam content, format or scales. (For use when value added scores are available for the State measure.)

Growth in Proficiency	Points For Local Measure
1.0 plus	15
.95	15
.9	14
.85	13
.8	13
.75	12
.7	12
.65	11
.6	11
.55	10
.5	9
.45	8
.4	7
.35	7
.3	6
.25	5
.2	4
.15	3
.1	2
.05	1
0 or negative	0

20 Point Scale to be determined annually and may be further modified if significant adjustments are made at the State level to exam content, format or scales. (For use when value added scores are not available for the State measure.)

Growth in Proficiency	Points For Local Measure
1.0 plus	20
.95	19
.9	18
.85	17
.8	16
.75	15
.7	14
.65	13
.6	12
.55	11
.5	10

Imagine • Believe • Achieve

Geneva High School

Geneva Middle School

North Street School

West Street School

.45	9
.4	8
.35	7
.3	6
.25	5
.2	4
.15	3
.1	2
.05	1
0 or negative	0

C. Other Measures of Effectiveness

The remaining 60% (or 60 out of the total 100 point composite score) of the composite effectiveness score shall be based on observations of principals conducted by the Superintendent of Schools. **The process shall include on-going school and event visits, reflective conversations and the sharing of documentation and data.**

E. Rubric

Based on its inclusion of the SED-approved list of rubrics, the LCI Multidimensional rubric will be used to evaluate principals. Utilizing a summative process for evaluation principals shall be evaluated annually on the entire rubric including Goal setting.

Imagine • Believe • Achieve

Geneva High School

Geneva Middle School

North Street School

West Street School