



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

Commissioner of Education
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October 19, 2012

John P. Latini, Superintendent
Minisink Valley Central School District
PO Box 217
Slate Hill, NY 10973

Dear Superintendent Latini:

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: John C. Pennoyer

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 Thursday, May 24, 2012

Updated Wednesday, October 17, 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 :

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

441101040000

1.2) School District Name:

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

Minisink Valley Central School District

1.3) School Improvement Grant (SIG) Districts Only

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

(No response)

1.4) Award Classification

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

(No response)

1.5) Assurances

Please check all of the boxes below:

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

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

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 Thursday, May 24, 2012

Updated Wednesday, October 17, 2012

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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, Renaissance Learning
1	State-approved 3rd party assessment	STAR Early Literacy Enterprise, Renaissance Learning
2	State-approved 3rd party assessment	STAR Early Literacy Enterprise, Renaissance Learning

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this	The district will develop growth targets, as comparable growth measures for K-3 ELA teachers since a growth measure will not
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subcomponent. If needed, you may upload a table or graphic at 2.11, below.	be provided by the state. For grades K-2 the growth target will be based upon baseline data from the STAR Early Literacy assessment. Student Growth will be determined for grades K-2 by analyzing the percent of students who achieve a Student Growth Percentile (as developed by Renaissance Learning) of 50% or greater. The percentage of the locally assigned State Growth points received by the teacher is established in the attached HEDI charts, and is directly related to the percentage of students receiving an SGP of 50 or greater. Growth Targets for grade 3 ELA will be set based upon baseline performance for individual students on the STAR Reading Assessment, and reports from Renaissance Learning which provide projections for expected student results on the Grade 3 NYS ELA exam. For each teacher, a target will be developed based upon the projected student growth as determined by Renaissance Learning. Actual student growth will be measured by comparing pre-assessment data and student results on the NYS Grade 3 ELA Assessment.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	see attached chart for "Grades K-2 STAR Assessments" & "State Growth, All Others"
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	see attached chart for "Grades K-2 STAR Assessments" & "State Growth, All Others"
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	see attached chart for "Grades K-2 STAR Assessments" & "State Growth, All Others"
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	see attached chart for "Grades K-2 STAR Assessments" & "State Growth, All Others"

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 Early Literacy Enterprise, Renaissance Learning
1	State-approved 3rd party assessment	STAR Early Literacy Enterprise, Renaissance Learning
2	State-approved 3rd party assessment	STAR Early Literacy Enterprise, Renaissance Learning
	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.	The district will develop growth targets, as comparable growth measures for K-3 Math teachers since a growth measure will not be provided by the state. For grades K-2 the growth target will be based upon baseline data from the STAR Early Literacy assessment. Student Growth will be determined for grades K-2 by analyzing the percent of students who achieve a Student Growth Percentile (as developed by Renaissance Learning) of
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50% or greater. The percentage of the locally assigned State Growth points received by the teacher is established in the attached HEDI charts, and is directly related to the percentage of students receiving an SGP of 50 or greater. Growth Targets for grade 3 Math will be set based upon baseline performance for individual students on the STAR Math Assessment, and reports from Renaissance Learning which provide projections for expected student results on the Grade 3 NYS Math exam. For each teacher, a target will be developed based upon the projected student growth as determined by Renaissance Learning. Actual student growth will be measured by comparing pre-assessment data and student results on the NYS Grade 3 Math Assessment.

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	see attached chart for "Grades K-2 STAR Assessments" & "State Growth, All Others"
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	see attached chart for "Grades K-2 STAR Assessments" & "State Growth, All Others"
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	see attached chart for "Grades K-2 STAR Assessments" & "State Growth, All Others"
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	see attached chart for "Grades K-2 STAR Assessments" & "State Growth, All Others"

2.4) Grades 6-8 Science

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

	Science	Assessment
6	District, regional or BOCES-developed assessment	MVCSD developed 6th Grade Science assessment
7	District, regional or BOCES-developed assessment	MVCSD developed 7th Grade 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.	<p>All teachers will use the same overall targets. Based upon student performance on the pre-assessment, a target expectation for student growth has been set by the district. The percent of students who meet or exceed this growth target is then utilized to determine the number of corresponding points from the HEDI chart.</p> <p>The targets for students growth from pre-assessment to post-assessment are as follows:</p> <ul style="list-style-type: none"> • Students who score 0-25% on pre-test will grow by at least 40 pts. • Students who score 26-40% on pre-test will grow by at least 25 pts. • Students who score 41-60% on pre-test will grow by at least
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	15 pts. • Students who score 61-79% on pre-test will grow by at least 10 pts. • Students who score 80% or higher on pre-test will grow by at least 5 pts.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	see attached chart, "State Growth, All Others"
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	see attached chart, "State Growth, All Others"
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	see attached chart, "State Growth, All Others"
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	see attached chart, "State Growth, All Others"

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	N/A
7	District, regional or BOCES-developed assessment	MVCSD developed 7th Grade Social Studies assessment
8	District, regional or BOCES-developed assessment	MVCSD developed 8th Grade 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.	All teachers will use the same overall targets. Based upon student performance on the pre-assessment, a target expectation for student growth has been set by the district. The percent of students who meet or exceed this growth target is then utilized to determine the number of corresponding points from the HEDI chart. The targets for students growth from pre-assessment to post-assessment are as follows: • Students who score 0-25% on pre-test will grow by at least 40 pts. • Students who score 26-40% on pre-test will grow by at least 25 pts. • Students who score 41-60% on pre-test will grow by at least 15 pts. • Students who score 61-79% on pre-test will grow by at least 10 pts. • Students who score 80% or higher on pre-test will grow by at least 5 pts.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	see attached chart, "State Growth, All Others"
Effective (9 - 17 points) Results meet District goals for similar students.	see attached chart, "State Growth, All Others"
Developing (3 - 8 points) Results are below District goals for similar students.	see attached chart, "State Growth, All Others"

Ineffective (0 - 2 points) Results are well-below District goals for similar students. see attached chart, "State Growth, All Others"

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	MVCSD 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.	<p>All teachers will use the same overall targets. Based upon student performance on the pre-assessment, a target expectation for student growth has been set by the district. The percent of students who meet or exceed this growth target is then utilized to determine the number of corresponding points from the HEDI chart.</p> <p>The targets for students growth from pre-assessment to post-assessment are as follows:</p> <ul style="list-style-type: none"> • Students who score 0-25% on pre-test will grow by at least 40 pts. • Students who score 26-40% on pre-test will grow by at least 25 pts. • Students who score 41-60% on pre-test will grow by at least 15 pts. • Students who score 61-79% on pre-test will grow by at least 10 pts. • Students who score 80% or higher on pre-test will grow by at least 5 pts.
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Highly Effective (18 - 20 points) Results are well-above District goals for similar students. see attached chart, "State Growth, All Others"

Effective (9 - 17 points) Results meet District goals for similar students. see attached chart, "State Growth, All Others"

Developing (3 - 8 points) Results are below District goals for similar students. see attached chart, "State Growth, All Others"

Ineffective (0 - 2 points) Results are well-below District goals for similar students. see attached chart, "State Growth, All Others"

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.	<p>All teachers will use the same overall targets. Based upon student performance on the pre-assessment, a target expectation for student growth has been set by the district. The percent of students who meet or exceed this growth target is then utilized to determine the number of corresponding points from the HEDI chart.</p> <p>The targets for students growth from pre-assessment to post-assessment are as follows:</p> <ul style="list-style-type: none"> • Students who score 0-25% on pre-test will grow by at least 40 pts. • Students who score 26-40% on pre-test will grow by at least 25 pts. • Students who score 41-60% on pre-test will grow by at least 15 pts. • Students who score 61-79% on pre-test will grow by at least 10 pts. • Students who score 80% or higher on pre-test will grow by at least 5 pts.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	see attached chart, "State Growth, All Others"
Effective (9 - 17 points) Results meet District goals for similar students.	see attached chart, "State Growth, All Others"
Developing (3 - 8 points) Results are below District goals for similar students.	see attached chart, "State Growth, All Others"
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	see attached chart, "State Growth, All Others"

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.	<p>All teachers will use the same overall targets. Based upon student performance on the pre-assessment, a target expectation for student growth has been set by the district. The percent of students who meet or exceed this growth target is then utilized to determine the number of corresponding points from the HEDI chart.</p> <p>The targets for students growth from pre-assessment to post-assessment are as follows:</p> <ul style="list-style-type: none"> • Students who score 0-25% on pre-test will grow by at least 40 pts. • Students who score 26-40% on pre-test will grow by at least 25 pts. • Students who score 41-60% on pre-test will grow by at least 15 pts. • Students who score 61-79% on pre-test will grow by at least 10 pts. • Students who score 80% or higher on pre-test will grow by at least 5 pts.
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Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	see attached chart, "State Growth, All Others"
Effective (9 - 17 points) Results meet District goals for similar students.	see attached chart, "State Growth, All Others"
Developing (3 - 8 points) Results are below District goals for similar students.	see attached chart, "State Growth, All Others"
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	see attached chart, "State Growth, All Others"

2.9) High School English Language Arts

Using the drop-down boxes below, please first select the assessment that will be used for SLOs for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment. Regents assessment must be used where available. Be sure to select the English Regents assessment in at least one grade in Task 2.9 (9, 10, and/or 11).

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

	High School English Courses	Assessment
Grade 9 ELA	District, regional or BOCES-developed assessment	MVCSD developed 9th Grade ELA assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	MVCSD developed 10th Grade ELA assessment
Grade 11 ELA	Regents assessment	NYS Comprehensive English Regents Exam

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.

All teachers will use the same overall targets. Based upon student performance on the pre-assessment, a target expectation for student growth has been set by the district. The percent of students who meet or exceed this growth target is then utilized to determine the number of corresponding points from the HEDI chart.

The targets for students growth from pre-assessment to post-assessment are as follows:

- Students who score 0-25% on pre-test will grow by at least 40 pts.
- Students who score 26-40% on pre-test will grow by at least 25 pts.
- Students who score 41-60% on pre-test will grow by at least 15 pts.
- Students who score 61-79% on pre-test will grow by at least 10 pts.
- Students who score 80% or higher on pre-test will grow by at least 5 pts.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.

see attached chart, "State Growth, All Others"

Effective (9 - 17 points) Results meet District goals for similar students.

see attached chart, "State Growth, All Others"

Developing (3 - 8 points) Results are below District goals for similar students.

see attached chart, "State Growth, All Others"

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

see attached chart, "State Growth, All Others"

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

(No response)

2.11) HEDI Tables or Graphics

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

assets/survey-uploads/5364/132816-TXEttx9bQW/state growth charts for no value added 10-16-12.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.

N/A for the 2012-2013 School year.

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 Thursday, May 24, 2012

Updated Wednesday, October 17, 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, Renaissance Learning
5	4) State-approved 3rd party assessments	STAR Reading Enterprise, Renaissance Learning
6	4) State-approved 3rd party assessments	STAR Reading Enterprise, Renaissance Learning
7	4) State-approved 3rd party assessments	STAR Reading Enterprise, Renaissance Learning

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.	The Local measure for Grade 4-8 ELA will be measured by utilizing the results from STAR ELA assessments. As indicated on the attached HEDI charts, the percentage of the local measure HEDI points that a teachers receives will be dependent upon the percentage of their students who receive an SGP calculated by Renaissance Learning of 50 or greater. The achievement targets used to develop the local measure will not replicate the targets used to determine state growth scores.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see attached chart
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see attached chart
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see attached chart
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see attached chart

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, Renaissance Learning
5	4) State-approved 3rd party assessments	STAR Math Enterprise, Renaissance Learning
6	4) State-approved 3rd party assessments	STAR Math Enterprise, Renaissance Learning
7	4) State-approved 3rd party assessments	STAR Math Enterprise, Renaissance Learning
8	4) State-approved 3rd party assessments	STAR Math Enterprise, Renaissance Learning

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	The Local measure for Grade 4-8 Math will be measured by utilizing the results from STAR Math assessments. As indicated on the attached HEDI charts, the percentage of the local measure HEDI points that a teachers receives will be dependent upon the percentage of their students who receive an SGP calculated by Renaissance Learning of 50 or greater. The achievement targets used to develop the local measure will not replicate the targets used to determine state growth scores.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see attached chart
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see attached chart
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see attached chart
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see attached chart

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/5139/132819-rhJdBgDruP/STAR HEDI Range Chart 15 point scale Local Measure 4-8 10-16-12.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, Renaissance Learning
1	4) State-approved 3rd party assessments	STAR Early Literacy Enterprise, Renaissance Learning
2	4) State-approved 3rd party assessments	STAR Early Literacy Enterprise, Renaissance Learning
3	4) State-approved 3rd party assessments	STAR Reading Enterprise, Renaissance Learning

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.	Local Measures for individual teachers will be developed collaboratively by the teacher and the appropriate administrator, after a review of student baseline data, as well as individual student instructional needs. Specific SLO targets will be developed for each teacher based upon student achievement as related to performance on the STAR pre- and post-assessments. We intend to measure student achievement by utilizing reports produced by Renaissance Learning (based upon multiple test administrations of the STAR assessments) to determine the level of student proficiency on specific state standards. Proficiency is determined by Renaissance Learning based upon a student demonstrating grade level appropriate knowledge of the state standards through their performance on the post-assessment. The targets used to develop the local measure will not replicate the targets used to determine state growth scores.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see attached chart
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see attached chart
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see attached chart
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see attached chart

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 Early Literacy Enterprise, Renaissance Learning
1	4) State-approved 3rd party assessments	STAR Early Literacy Enterprise, Renaissance Learning
2	4) State-approved 3rd party assessments	STAR Early Literacy Enterprise, Renaissance Learning
3	4) State-approved 3rd party assessments	STAR Math Enterprise, Renaissance Learning

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.	Local Measures for individual teachers will be developed collaboratively by the teacher and the appropriate administrator, after a review of student baseline data, as well as individual student instructional needs. Specific SLO targets will be developed for each teacher based upon student achievement as related to performance on the STAR pre- and post-assessments. We intend to measure student achievement by utilizing reports produced by Renaissance Learning (based upon multiple test administrations of the STAR assessments) to determine the level of student proficiency on specific state standards. Proficiency is determined by Renaissance Learning based upon a student demonstrating grade level appropriate knowledge of the state standards through their performance on the post-assessment. The targets used to develop the local measure will not replicate the targets used to determine state growth scores.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see attached chart
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see attached chart
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	see attached chart
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see attached chart

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	7) Student Learning Objectives	MVCSD developed 6th Grade Science assessment
7	7) Student Learning Objectives	MVCSD developed 7th Grade Science assessment
8	7) Student Learning Objectives	NYS 8th Grade 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.	Local Measures for individual teachers will be developed collaboratively by the teacher and the appropriate administrator, after a review of appropriate student baseline data. SLO targets will be based upon student achievement on the post-assessment.
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The targets used to develop the local measure will not replicate the targets used to determine state growth scores. For example, an SLO target used may be that "it is expected that 80% of students receive a score of 65% or greater on the post-assessment."

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

see attached chart

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

see attached chart

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

see attached chart

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

see attached chart

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	N/A
7	7) Student Learning Objectives	MVCSD developed 7th Grade Social Studies assessment
8	7) Student Learning Objectives	MVCSD developed 8th Grade 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.

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.

Local Measures for individual teachers will be developed collaboratively by the teacher and the appropriate administrator, after a review of appropriate student baseline data. SLO targets will be based upon student achievement on the post-assessment. The targets used to develop the local measure will not replicate the targets used to determine state growth scores. For example, an SLO target used may be that "it is expected that 80% of students receive a score of 65% or greater on the post-assessment."

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

see attached chart

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see attached chart
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see attached chart
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see attached chart

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	MVCSD developed Global Studies assessment
Global 2	7) Student Learning Objectives	NYS Global History & Geography Regents exam
American History	7) Student Learning Objectives	NYS US History & Government Regents exam

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.	Local Measures for individual teachers will be developed collaboratively by the teacher and the appropriate administrator, after a review of appropriate student baseline data. SLO targets will be based upon student achievement on the post-assessment. The targets used to develop the local measure will not replicate the targets used to determine state growth scores. For example, an SLO target used may be that "it is expected that 80% of students receive a score of 65% or greater on the post-assessment."
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see attached chart
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see attached chart
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see attached chart

Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see attached chart
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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	NYS Living Environment Regents exam
Earth Science	7) Student Learning Objectives	NYS Earth Science Regents exam
Chemistry	7) Student Learning Objectives	NYS Chemistry Regents exam
Physics	7) Student Learning Objectives	NYS Physics Regents exam

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.	Local Measures for individual teachers will be developed collaboratively by the teacher and the appropriate administrator, after a review of appropriate student baseline data. SLO targets will be based upon student achievement on the post-assessment. The targets used to develop the local measure will not replicate the targets used to determine state growth scores. For example, an SLO target used may be that "it is expected that 80% of students receive a score of 65% or greater on the post-assessment."
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see attached chart
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see attached chart
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see attached chart
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see attached chart

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	7) Student Learning Objectives	NYS Algebra Regents Exam
Geometry	7) Student Learning Objectives	NYS Geometry Regents Exam
Algebra 2	7) Student Learning Objectives	NYS Algebra 2 Regents Exam

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.	Local Measures for individual teachers will be developed collaboratively by the teacher and the appropriate administrator, after a review of appropriate student baseline data. Targets will be based upon student achievement on the post-assessment. The targets used to develop the local measure will not replicate the targets used to determine state growth scores. For example, an SLO target used may be that "it is expected that 80% of students receive a score of 65% or greater on the post-assessment."
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see attached chart
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see attached chart
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see attached chart
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see attached chart

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Local Measures for individual teachers will be developed collaboratively by the teacher and the appropriate administrator, after a review of appropriate student baseline data. Targets will be based upon student achievement on the post-assessment. The targets used to develop the local measure will not replicate the targets used to determine state growth scores. For example, an SLO target used may be that "it is expected that 80% of students receive a score of 65% or greater on the post-assessment."
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	see attached chart
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see attached chart
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see attached chart
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see attached chart

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

(No response)

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/5139/132819-y92vNseFa4/MVTA local measure no value added 10-16-12.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.

N/A for the 2012-2013 School Year

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.

The combined score for multiple locally selected measures will be calculated by applying the appropriate weighting for each course after determining the percentage of the total number of students, that will be computed into the local measure score, that are found in each specific course.

For example, a teacher with two SLO's for two separate Social studies electives for which they have a total of 100 students. In one course, the teacher has 40 students. This course would be weighted as 40% of their local measure score. The other course has the remaining 60 students, and would thus be weighted as 60% of the teachers' local measure.

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 Wednesday, May 30, 2012

Updated Friday, October 05, 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	0
Observations by trained in-school peer teachers	0
Feedback from students using State-approved survey tool	0
Feedback from parents/caregivers using State-approved survey tool	0
Structured reviews of lesson plans, student portfolios and other teacher artifacts	0

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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.

Tenured teachers will receive at least one formal classroom observation each school year. Tenured teachers will additionally receive at least one informal classroom observation each year.

Non-tenured teachers will receive at least two formal classroom observation each school year. Non-tenured teachers will additionally receive at least one informal classroom observation each year.

Prior to each formal observation, the teacher will meet with the observer for a Pre-observation meeting. The teacher will be required to submit a pre-observation form to the observer prior to the date of this meeting. The form is designed to offer the teacher an opportunity to provide evidence to the observer that can be used to provide feedback for the observation process. Specifically, the form

is designed to provide opportunity to provide feedback consistent with the rubric.

Following the observation, the observer will meet with the teacher to complete the post-observation conference. The teacher will be required to submit a post-observation form to the observer prior to the date of this meeting. The form is designed to offer the teacher an opportunity to provide evidence to the observer that can be used to provide feedback for the observation process. Specifically, the form is designed to provide opportunity to provide feedback consistent with the rubric. The teacher will receive feedback in the form of a written observation.

The informal observation will be followed up with written feedback provided to the teacher.

As the school year concludes, the lead evaluator will meet with the teacher to discuss the summative evaluation, which will be developed based upon the evidence that has been collected through the year throughout this observation process.

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/5091/136617-eka9yMJ855/Danielson Rubric with Conversion.xls](#)

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	See attached rubric conversion chart
Effective: Overall performance and results meet NYS Teaching Standards.	See attached rubric conversion chart
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	See attached rubric conversion chart
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	See attached rubric conversion chart

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

- In Person
-

5. Composite Scoring (Teachers)

Created Thursday, May 24, 2012
Updated Friday, October 05, 2012

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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 Thursday, May 24, 2012

Updated Friday, October 05, 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/5265/132856-Df0w3Xx5v6/MVCSD TIP 12-13.docx>

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:

I. Appeals Process:

A. A teacher who receives an ineffective rating on their APPR shall be entitled to appeal their annual APPR rating, based upon a paper submission (including email) to the Central Office administrative designee of the Superintendent of Schools, who shall be trained in accordance with the requirements of statute and regulations and also possesses either an SDA or SDL Certification.

B. The appeal must be brought in writing, specifying the area(s) of concern, but limited to those matters that may be appealed as prescribed in Section 3012-c of the Education Law. Further, a teacher who is placed on a Teacher Improvement Plan ("TIP") shall have a corresponding right to appeal concerns regarding the TIP in accordance with the requirements set forth in Section 3012-c of the Education Law.

C. For a tenured teacher, an appeal of an evaluation or a TIP must be commenced within seven school days of the presentation of the document to the teacher or else the right to appeal shall be deemed waived in all regards.

D. For a probationary teacher, an appeal of an evaluation or a TIP must be commenced within ten calendar days of the presentation of the final evaluation or TIP document to the probationary teacher. If the probationer has a planned vacation that would commence within the first ten calendar days of the probationer's receipt of the final evaluation or TIP document, the probationer shall be granted an additional ten calendar days from the expiration of the original ten calendar days to submit his or her appeal or else the right to appeal shall be deemed waived in all regards.

E. The Superintendent's administrative designee shall respond to the appeal with a written answer granting the appeal and directing further administrative action or deny the appeal. Such decision shall be made within seven school days of the receipt of the appeal. In the event that the teacher is unsatisfied with the result of the appeal, a further appeal may be taken to the Superintendent of Schools, or if this is a second appeal to the Arbitration Panel listed in F1, within seven school days of receipt of the Superintendent's designee's decision upon the appeal.

F. The Superintendent shall make his or her decision in writing regarding the further appeal within seven school days of receipt of that appeal. The decision of the Superintendent so long as the decision is made within the timeframe set forth in this paragraph shall be final and binding in all regards and shall not be subject to review at arbitration, before any administrative agency or in any court of law.

G. 1. Notwithstanding the above, in the event that a tenured teacher has received two consecutive ineffective APPR evaluation ratings, the second tier appeal shall be to an arbitrator selected on a rotating basis from the following list, based on order and reasonable timeframe of availability: Sheila Cole, Louis Patack, Jeffrey Selchick, and Howard Edelman, who shall make a final and binding decision upon the appeal of the APPR evaluation and/or the teacher improvement plan, on an expedited basis, not to exceed 60 days. The documentation to be furnished to the Arbitrator on behalf of the tenured teacher and by the District shall be exchanged between the tenured teacher and the administration on an immediate basis at the time of submission to the Arbitrator. In the event that either party has a question regarding the authenticity of such documentation, the same shall be presented in writing immediately to the arbitrator and copied to the other party for the arbitrator's review and consideration. In the event that the district then proceeds to a probable cause finding under Section 3020-a of the Education Law, and determines to conduct such a hearing, the arbitrator who ruled upon the appeal shall be jointly selected by the teacher and the district to be the Section 3020-a hearing officer. Notwithstanding the aforementioned language, nothing herein shall be construed as limiting the right of the employee to challenge said evaluation in any proceeding brought pursuant to Education Law §3020-a, so long as the identical issue wasn't resolved in the level 2 appeal. It is expected that the cost of said hearing shall be paid for in accordance with the provision of the Education Law.

2. In order to take advantage of the procedure outlined in F(1) above, the tenured teacher must consent to the use of the arbitration panel should the district proceed to find probable cause under Section 3020-a of the Education Law. If the tenured teacher is unwilling to do so, the second tier appeal shall be heard by the superintendent.

H. The provisions set forth above, shall neither be construed to alter or affect the rights of probationary teachers pursuant to Section 3031 of the New York State Education Law.

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.

Evaluators and Lead Evaluators for Teachers have received the required training by attending regional Network Team trainings as performed by our local BOCES, the Orange-Ulster BOCES. These trainings have been primarily in the form of day-long trainings. Each evaluator/lead evaluator attended a series of these workshops, which were spread over the school year. Additionally, evaluators attended full day, rubric specific trainings specifically geared towards the Danielson 2011 rubric which were held on-site here in Minisink Valley. Any new administrators who have not completed this training will be required to attend the series of BOCES and In-district workshops in order to become certified as a Lead Evaluator prior to completing teacher evaluations. In total, each Lead Evaluator attended between 5-7 days of training in order to be BOE certified as a Lead Evaluator.

Certification will be completed by the Board of Education by recommendation from the Superintendent of Schools.

Re-certification will be completed by attending available periodic "refresher" courses through OU-BOCES, which we anticipate will be held on 3-5 dates throughout the school year. Re-certification will additionally be completed by attending in-district trainings, meetings and workshops. These are anticipated to occur on a monthly basis throughout the school year.

Inter-reliability will be conducted by allowing for the opportunity to examine individual evaluations to determine the level of reliability. These opportunities will be primarily district scheduled and will occur on a periodic basis, anticipated to occur on a

bi-monthly basis. Additionally, evaluators in each building or department will meet on a regular basis to review the process to ensure in-building and in-district inter-rater reliability. The Building level inter-reliability activities will occur on a monthly basis.

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

-
- Checked
-

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Thursday, May 24, 2012
Updated Friday, October 05, 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-5
3-5
6-8
9-12
(No response)
(No response)
(No response)

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
K-2	State-approved 3rd party assessment	STAR Early Literacy Enterprise, Renaissance Learning

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.	The results from the STAR Math assessment will be utilized for this purpose. Specifically, we will use the report from STAR that measures the Student Growth Percentile (SGP), which is based upon growth between two points in time over the course of one school year. This comparison will occur by analyzing growth between a baseline assessment (given in September/October) compared to the results of a summative assessment (given in May/June).
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	Between 76-100 percent of students have a SGP that measures 50 or greater.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Between 50-75 percent of students have a SGP that measures 50 or greater.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Between 38-49 percent of students have a SGP that measures 50 or greater.
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	Between 0-37 percent of students have a SGP that measures 50 or greater.

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

assets/survey-uploads/5365/132859-lha0DogRNw/STAR HEDI Range Chart 20 point scale State Growth 9-11-12.doc

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.

Not considered for 2012-2013

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

7.6) Assurances -- Comparable Growth Measures Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that district will develop SLOs according to the rules established by NYSED for principal SLOs: http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html .	Checked
7.6) Assurances -- Comparable Growth Measures Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educator performance in ways that improve student learning and instruction.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that it is possible for a principal to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

8. Local Measures (Principals)

Created Thursday, June 28, 2012

Updated Friday, October 05, 2012

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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-5	(a) achievement on State assessments	NYS Math assessment grades 3-5
3-5	(a) achievement on State assessments	NYS Math assessment grades 3-5
6-8	(a) achievement on State assessments	NYS Math assessment grades 6-8
9-12	(e) 4, 5, and/or 6-year high school grad and/or dropout rates	6 year Graduation rate for 2007 cohort class

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

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

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

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/5366/146840-qBFVOWF7fC/myreviewroom HEDI charts for value added 6-28-12_1.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
K-2	(i) Student Learning Objectives	K-2 STAR Early Literacy Enterprise, Renaissance Learning

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

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

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

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

(No response)

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

assets/survey-uploads/5366/146840-T8MIGWUVm1/my review room no value added 6-28-12.doc

8.3) Locally Developed Controls

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

controls or adjustments.

No considerations for 2012-2013

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.

N/A

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 Wednesday, May 30, 2012

Updated Friday, October 05, 2012

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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.

(No response)

(No response)

(No response)

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

see attached chart for conversion of MPPR rubric into HEDI score

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

assets/survey-uploads/5143/136742-pMADJ4gk6R/Multidimensional Conversion Chart 6-28-12_1.xls

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

Highly Effective: Overall performance and results exceed standards.	see attached chart
Effective: Overall performance and results meet standards.	see attached chart
Developing: Overall performance and results need improvement in order to meet standards.	see attached chart
Ineffective: Overall performance and results do not meet standards.	see attached chart

Please provide the locally-negotiated 60 point scoring bands.

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

9.8) School Visits

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

Probationary Principals

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

Tenured Principals

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

10. Composite Scoring (Principals)

Created Thursday, June 28, 2012

Updated Friday, October 05, 2012

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

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Wednesday, May 30, 2012

Updated Friday, October 05, 2012

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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/5276/136606-Df0w3Xx5v6/MVCSD PIP 12-13.docx](#)

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:

I. Appeals Process:

A. A principal who receives an ineffective or developing rating on their APPR shall be entitled to appeal their annual APPR rating, based upon a paper submission to the Superintendent of Schools or his/her Central Office administrative designee, in the event that the evaluation was conducted by the Superintendent of Schools. The Superintendent of Schools and his/her administrative designee shall be trained in accordance with the requirements of statute and regulations and also possess either an SDA or SDL Certification. The evaluation of the principal shall be done by the Superintendent of Schools or by a duly trained and certified administrator(s) other

than the Superintendent.

B. The appeal must be brought in writing, specifying the area(s) of concern, but limited to those matters that may be appealed as prescribed in Section 3012-c of the Education Law. Further, a principal who is placed on a Principal Improvement Plan ("PIP") shall have a corresponding right to appeal concerns regarding the PIP, including the appropriateness of the length of the PIP and other matters, in accordance with the requirements set forth in Section 3012-c of the Education Law.

C. An appeal of an evaluation or a PIP must be commenced within two weeks of the presentation of the document to the principal or else the right to appeal shall be deemed waived in all regards, unless the administrator has a planned vacation that would commence within the first ten calendar days of the administrator's receipt of the final evaluation or PIP document. In such event, the administrator shall be granted an additional ten calendar days from the expiration of the original ten calendar days to submit his or her appeal or else the right to appeal shall be deemed waived in all regards.

D. The Superintendent or his/her administrative designee shall respond to the appeal with a written answer granting the appeal and directing further administrative action or deny the appeal. The person hearing the appeal shall not be the same person whose evaluation is being appealed by the administrator. Such decision shall be made within two weeks of the receipt of the appeal. The decision of the Superintendent or his/her administrative designee, so long as the decision is made within the timeframe set forth in this paragraph shall be final and binding in all regards and shall not be subject to review at arbitration, before any administrative agency or in any court of law.

E. 1. Notwithstanding the above, in the event that a tenured principal has received two consecutive ineffective APPR evaluation ratings, the appeal as described above shall be to an arbitrator selected on a rotating basis from the following list, based on order and reasonable timeframe of availability: Jeffrey Selchick, Louis Patack and Dennis Campagna, who shall make a final and binding decision upon the appeal of the APPR evaluation and/or the principal improvement plan, on an expedited basis, not to exceed 60 days. In the event that the district then proceeds to a probable cause finding under section 3020-a of the education law, and determines to conduct such a hearing, the arbitrator who ruled upon the appeal shall be jointly selected by the principal and the district to be the section 3020-a hearing officer. Notwithstanding the aforementioned language, nothing herein shall be construed as limiting the right of the employee to challenge said evaluation in any proceeding brought pursuant to Education Law §3020-a, so long as the identical issue wasn't resolved in the appeal or clearly should have been presented in the appeal but was not. It is expected that the cost of said hearing shall be paid for in accordance with the provision of the education law.

2. In order to take advantage of the procedure outlined in E(1) above, the principal must consent to the use of the arbitration panel should the district proceed to find probable cause under section 3020-a of the education law. If the administrator is unwilling to do so, the second tier appeal shall be heard by the superintendent.

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.

Lead Evaluators for Principals have received the required training by attending regional Network Team trainings as performed by our local BOCES, the Orange-Ulster BOCES. These trainings have been primarily in the form of day-long trainings. Each evaluator/lead evaluator attended a series of these workshops, which were spread over the school year. Additionally, evaluators attended full day, rubric specific trainings specifically geared towards the Danielson 2011 rubric which were held on-site here in Minisink Valley. Any new administrators who have not completed this training will be required to attend the series of BOCES and In-district workshops in order to become certified as a Lead Evaluator prior to completing teacher evaluations.

Certification will be completed by the Board of Education by recommendation from the Superintendent of Schools.

Re-certification will be completed by attending available periodic "refresher" courses through OU-BOCES, which we anticipate will be held on 3-5 dates throughout the school year. Re-certification will additionally be completed by attending in-district trainings, meetings and workshops. These are anticipated to occur on a monthly basis throughout the school year.

Inter-reliability will be conducted by allowing for the opportunity to examine individual evaluations to determine the level of reliability. These opportunities will be primarily district scheduled and will occur on a periodic basis, anticipated to occur on a bi-monthly basis. Additionally, evaluators in each building or department will meet on a regular basis to review the process to ensure in-building and in-district inter-rater reliability. The Building level inter-reliability activities will occur on a monthly basis.

11.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

-
- Checked
-

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Thursday, June 28, 2012

Updated Friday, October 19, 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/5581/146846-3Uqgn5g9Iu/Joint Certification Form 10-19-12.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.

MINISINK VALLEY TEACHERS ASSOCIATION
Local Achievement Measure for grades 4-8 (15 point scale)
Based upon data from STAR Assessment

% of students receiving SGP of 50 or greater	Highly Effective	Effective	Developing	Ineffective
0-20				0
21-24				1
25-37				2
38-39			3	
40-41			4	
42-43			5	
44-45			6	
46-47			7	
50-54		8		
55-59		9		
60-64		10		
65-69		11		
70-74		12		
75-79		13		
80-85	14			
86-100	15			

MINISINK VALLEY TEACHERS ASSOCIATION
LOCAL MEASURE for teachers who do not have State-provided growth or Value-Added measures for
Growth Subcomponent (20 point scale)

% of students reaching or exceeding SLO Target*	Highly Effective	Effective	Developing	Ineffective
0-20				0
21-50				1
51-64				2
65-66			3	
67-68			4	
69-70			5	
71-72			6	
73-74			7	
75-76			8	
77		9		
78		10		
79		11		
80		12		
81		13		
82		14		
83		15		
84		16		
85		17		
86-89	18			
90-94	19			
95-100	20			

*The SLO's developed for the purpose of the Local Measure for APPR will not replicate the SED growth component. The metric used to determine the Local measure for each teacher will not replicate those used to measure/determine the State growth component.

Grades K-2 STAR Assessments

**State Growth for grades K-3 (20 point scale)
Based upon data from STAR Assessment**

% of students achieving SGP of 50 or greater	Highly Effective	Effective	Developing	Ineffective
0-20				0
21-24				1
25-37				2
38-39			3	
40-41			4	
42-43			5	
44-45			6	
46-47			7	
48-49			8	
50-51		9		
52-54		10		
55-57		11		
58-60		12		
61-63		13		
64-66		14		
67-69		15		
70-72		16		
73-75		17		
76-80	18			
81-84	19			
85-100	20			

State Growth, All Others

**State Growth Measure for teachers who do not have State-provided growth or Value-Added measures for Growth Subcomponent (not including teachers covered by STAR assessments)
(20 point scale)**

% of students meeting SLO Target	Highly Effective	Effective	Developing	Ineffective
0-20				0
21-50				1
51-64				2
65-66			3	
67-68			4	
69-70			5	
71-72			6	
73-74			7	
75-76			8	
77		9		
78		10		
79		11		
80		12		
81		13		
82		14		
83		15		
84		16		
85		17		
86-89	18			
90-94	19			
95-100	20			

State Growth for grades K-2 (20 point scale)
Based upon data from STAR Early Literacy Assessment

% of students achieving SGP of 50 or greater on STAR Early Literacy	Highly Effective	Effective	Developing	Ineffective
0-20				0
21-24				1
25-37				2
38-39			3	
40-41			4	
42-43			5	
44-45			6	
46-47			7	
48-49			8	
50-51		9		
52-54		10		
55-57		11		
58-60		12		
61-63		13		
64-66		14		
67-69		15		
70-72		16		
73-75		17		
76-80	18			
81-84	19			
85-100	20			

MINISINK VALLEY CENTRAL SCHOOL DISTRICT

PRINCIPAL IMPROVEMENT PLAN

A Principal Improvement Plan (PIP) is designed to provide support through communication, discussion and collaboration in the identified area(s) in need of growth/improvement. In addition to the teacher and administrator, other representatives may participate in the development of the plan, at the discretion of the Administrator. Participants will jointly determine the action plan to address areas in need of growth/improvement. It is agreed that the primary responsibility for growth/improvement remains with the teacher.

Rationale for PIP: Any Principal who received an ineffective or developing APPR composite score will participate in an improvement plan.

Area(s) in Need of Improvement: As evidenced by observation on or at the conclusion of an APPR.

Linked to ISLLIC Standards (PIP): Identify at least 1-3 STANDARD areas in need. Plan should contain clear, measurable goals.

Action Plan: Including but not limited to:

- Release time for observations
- Mentor meetings
- Professional development
- One-on-one counseling
- Peer counseling (individual or group)
- Input from other supervisors
- Scheduled observations
- In-service training

Timeline for Completion: Ranges depending on complexity of plan (maximum of one year).

Progress Assessment: Evidenced/documentated.

MINISINK VALLEY CENTRAL SCHOOL DISTRICT

PRINCIPAL IMPROVEMENT PLAN EVALUATION SHEET

Name _____ Bldg. _____ Gr. /Subj. _____ Date _____

Area(s) Needing Improvement/Desired Outcomes	Action Plan	Support/Resources Provided	Timeline for completion	Satisfactory Progress? (Provide Comment For Justification)

Principals Comments: _____

Evaluator's Comments: _____

Principals' Signature Date

Evaluator's Signature Date

**Danielson's Framework for Teaching (2011 Revised Edition)
Conversion Flow Chart**

	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9						
	Relative Value of Each Domain	Relative Value of Each SubDomain	Evaluator Gives Every Teacher a Rating of 1-4 in Each Subdomain (4=HE, 3=E, 2=D, 1=I)	Weigh Subdomain Scores	Total Domain Score	Weigh Total Domain Score and Compute Total	HEDI Bands	Conversion Chart							
Domain1: Planning and Preparation	20%						H=59-60		Conversion Score						
A. Knowledge of Content and Pedagogy		30%					E=57-58	1.000	0	1.250	31	2.7	57.4		
B. Knowledge of Students		15%					D=50-56	1.008	1	1.258	32	2.8	57.6		
C. Setting Instructional Outcomes		15%					I=0-49	1.017	2	1.267	33	2.9	57.8		
D. Knowledge of Resources		10%						1.025	3	1.275	34	3.0	58		
E. Designing Coherent Instruction		15%						1.033	4	1.283	35	3.1	58.2		
F. Designing Student Assessments		15%						1.042	5	1.292	36	3.2	58.4		
		100%			0	0		1.050	6	1.300	37	3.3	58.6		
Domain 2: Classroom Environment	30%							1.058	7	1.308	38	3.4	58.8		
A. Respect and Rapport		25%						1.067	8	1.317	39	3.5	59		
B. Culture for Learning		25%						1.075	9	1.325	40	3.6	59.3		
C. Managing Classroom Procedures		15%						1.083	10	1.333	41	3.7	59.5		
D. Managing Student Behavior		25%						1.092	11	1.342	42	3.8	59.8		
E. Organizing Physical Spaces		10%						1.100	12	1.350	43	3.9	60		
		100%			0	0		1.108	13	1.358	44	4.0	60.25 (round to 60)		
Domain 3: Instruction	40%							1.115	14	1.367	45				
A. Communicating with Students		20%						1.123	15	1.375	46				
B. Questioning/Prompts and Discussion		20%						1.131	16	1.383	47				
C. Engaging Students in Learning		20%						1.138	17	1.392	48				
D. Using Assessment in Instruction		20%						1.146	18	1.400	49				
E. Using Flexibility and Responsiveness		20%						1.154	19	1.5	50				
		100%			0	0		1.162	20	1.6	50.7				
Domain 4: Professional Responsibilities	10%							1.169	21	1.7	51.4				
A. Reflecting on Teaching		20%						1.177	22	1.8	52.1				
B. Maintaining Accurate Records		20%						1.185	23	1.9	52.8				
C. Communicating with Families		20%						1.192	24	2.0	53.5				
D. Participating in a Professional Community		10%						1.200	25	2.1	54.2				
E. Growing and Developing Professionally		10%						1.208	26	2.2	54.9				
F. Showing Professionalism		20%						1.217	27	2.3	55.6				
		100%			0	0		1.225	28	2.4	56.3				
Domain: Other*						0		1.233	29	2.5	57				
Total	100%					0		1.242	30	2.6	57.2				
Note 1: Remember: The evaluation component must be at least 31 of the 60 points, or more than 50% of the rubric															

MINISINK VALLEY CENTRAL SCHOOL DISTRICT

TEACHER IMPROVEMENT PLAN

A Teacher Improvement Plan (TIP) is designed to provide support through communication, discussion and collaboration in the identified area(s) in need of growth/improvement. In addition to the teacher and administrator, other representatives may participate in the development of the plan, at the discretion of the Administrator. Participants will jointly determine the action plan to address areas in need of growth/improvement. It is agreed that the primary responsibility for growth/improvement remains with the teacher.

Rationale for TIP: Any Teacher who received an ineffective or developing APPR composite score will participate in an improvement plan.

Area(s) in Need of Improvement: As evidenced by observation on or at the conclusion of an APPR.

Linked to NYS Teaching Standards (TIP): Identify at least 1-3 STANDARD areas in need. Plan should contain clear, measurable goals.

Action Plan: Including but not limited to:

- Release time for observations
- Mentor meetings
- Professional development
- One-on-one counseling
- Peer counseling (individual or group)
- Input from other supervisors
- Scheduled observations
- In-service training

Timeline for Completion: Ranges depending on complexity of plan (maximum of one year).

Progress Assessment: Evidenced/documentated.

MINISINK VALLEY CENTRAL SCHOOL DISTRICT

TEACHER IMPROVEMENT PLAN EVALUATION SHEET

Name _____ Bldg. _____ Gr. /Subj. _____ Date _____

Area(s) Needing Improvement/Desired Outcomes	Action Plan	Support/Resources Provided	Timeline for completion	Satisfactory Progress? (Provide Comment For Justification)

Teachers Comments: _____

Administrator's Comments: _____

Teachers' Signature Date

Administrator's Signature Date

**Appendix A
Multidimensional Rubric
Conversion Flow Chart**

	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9							
	Determine Relative Value of Each Domain (hypo-to be negotiated)	Determine Relative Value of Each SubDomain as part of the Domain (hypo-to be negotiated)	Evaluator Gives Every Teacher a Rating of 1-4 in Each Subdomain (4=HE, 3=E, 2=D, 1=I) HYPO	Weigh Subdomain Scores	Total Domain Score	Weigh Total Domain Score and Compute Total	Negotiate HEDI Bands	Negotiate Conversion Chart								
Domain1: Shared Vision of Learning	10%							H=59-60	Average Rubric Score	Conversion Score						
A. Culture		50%	0	0.00				E=57-58	1.000	0	1.250	31	2.7	57.4		
B. Sustainability		50%	0	0.00				D=50-56	1.008	1	1.258	32	2.8	57.6		
								I=0-49	1.017	2	1.267	33	2.9	57.8		
									1.025	3	1.275	34	3.0	58		
									1.033	4	1.283	35	3.1	58.2		
									1.042	5	1.292	36	3.2	58.4		
		100%			0.00	0.00			1.050	6	1.300	37	3.3	58.6		
Domain 2: School Culture & Inst. Program	33%								1.058	7	1.308	38	3.4	58.8		
A. Culture		20%	0	0.00					1.067	8	1.317	39	3.5	59		
B. Instructional Program		20%	0	0.00					1.075	9	1.325	40	3.6	59.3		
C. Capacity Building		20%	0	0.00					1.083	10	1.333	41	3.7	59.5		
D. Sustainability		20%	0	0.00					1.092	11	1.342	42	3.8	59.8		
E. Strategic Planning Process		20%	0	0.00					1.100	12	1.350	43	3.9	60		
		100%			0.00	0.00			1.108	13	1.358	44	4.0	60.25 (round to 60)		
Domain 3: Safe, Efficient, Effective Lrng. Environ.	27%								1.115	14	1.367	45				
A. Capacity Building		25%	0	0.00					1.123	15	1.375	46				
B. Culture		25%	0	0.00					1.131	16	1.383	47				
C. Sustainability		25%	0	0.00					1.138	17	1.392	48				
D. Instructional Program		25%	0	0.00					1.146	18	1.400	49				
									1.154	19	1.5	50				
		100%			0.00	0.00			1.162	20	1.6	50.7				
Domain 4: Community	11%								1.169	21	1.7	51.4				
A. Strategic Planning Process Inquiry		33%	0	0.00					1.177	22	1.8	52.1				
B. Culture		34%	0	0.00					1.185	23	1.9	52.8				
C. Sustainability		33%	0	0.00					1.192	24	2.0	53.5				
									1.200	25	2.1	54.2				
									1.208	26	2.2	54.9				
									1.217	27	2.3	55.6				
		100%			0.00	0.00			1.225	28	2.4	56.3				
Domain 5: Integrity, Fairness, Ethics	8%								1.233	29	2.5	57				
A. Sustainability		50%	0	0.00					1.242	30	2.6	57.2				
B. Culture		50%	0	0.00												
		100%			0.00	0.00										
Domain 6: Political, Social, Econ. Lgl. & Cult. Con.	11%															
A. Sustainability		16%	0	0.00												
B. Culture		18%	0	0.00												
C. Uncovering Goals		16%	0	0.00												
D. Strategic Planning		16%	0	0.00												
E. Taking Action		18%	0	0.00												
F. Evaluating Attainment		16%	0	0.00												
		100%			0.00	0.00										
Total	100%				Evaluation Score	0.00										

Note 1: Remember: The evaluation component must be at least 31 of the 60 points, or more than 50% of the rubric

Local Measure of Student Achievement
Based upon data from State-wide Assessment in Math Grades 3-8

(15 point scale)

% of students achieving a Level 3 or Level 4	Highly Effective	Effective	Developing	Ineffective
0-20				0
21-24				1
25-29				2
30-31			3	
32-33			4	
34-35			5	
36-37			6	
38-39			7	
40-45		8		
46-50		9		
51-55		10		
56-60		11		
61-65		12		
66-69		13		
70-84	14			
85-100	15			

Local Measure of Student Achievement
Based upon 4 year graduation rate for 2007 cohort class

(15 point scale)

% of students graduating in 2007 cohort class	Highly Effective	Effective	Developing	Ineffective
0-50				0
51-60				1
61-69				2
70-71			3	
72-73			4	
74-75			5	
76-77			6	
78-79			7	
80		8		
81		9		
82-83		10		
84-85		11		
86-87		12		
88-89		13		
90-94	14			
95-100	15			

ASSOCIATION OF MINISINK VALLEY ADMINISTRATORS

Local 20 Measure of Student Achievement

Based upon data from STAR Assessments in Reading/Early Literacy Grades K-2

% of students demonstrating mastery - SLO Target	Highly Effective	Effective	Developing	Ineffective
0-20				0
21-24				1
25-37				2
38-39			3	
40-41			4	
42-43			5	
44-45			6	
46-47			7	
48-49			8	
50-51		9		
52-54		10		
55-57		11		
58-60		12		
61-63		13		
64-66		14		
67-69		15		
70-72		16		
73-75		17		
76-80	18			
81-84	19			
85-100	20			

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:

John P. Pappalardo *Oct. 17, 2012*

Teachers Union President Signature: Date:

Christy D'Amico *Oct 17, 2012*

Administrative Union President Signature: Date:

Michael J. ... *Oct. 17, 2012*

Board of Education President Signature: Date:

Joseph ... *10/18/12*