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

Commissioner of Education
President of the University of the State of New York
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Albany, New York 12234

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December 11, 2012

Dr. Patrick J. Curtin, Superintendent
Stockbridge Valley Central School District
6011 Williams Road
Munnsville, NY 13409

Dear Superintendent Curtin:

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: Jacklin G. Starks

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

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

Annual Professional Performance Reviews: 2012-13

Created Friday, September 21, 2012
Updated Wednesday, December 05, 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 : 251501040000

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

251501040000

1.2) School District Name: STOCKBRIDGE VALLEY CSD

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

Stockbridge Valley CSD

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 Friday, September 21, 2012
Updated Monday, December 10, 2012

Page 1

STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	State-approved 3rd party assessment	Aimsweb
1	State-approved 3rd party assessment	Aimsweb
2	State-approved 3rd party assessment	Aimsweb

	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	For grades K-2, teachers will utilize Aimsweb for both pre and post assessments. For grade 3, teachers will utilize a

this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	locally developed pre-assessment and will use the 3rd grade State Assessment as the post-assessment. Teachers and administrators will set growth targets for individual students. Teachers will be assigned points based on the percentage of students meeting the teacher targeted growth rate in accordance with the attached Conversion Scale, which corresponds to the HEDI ratings. See conversion chart in 2.11
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	For K-3 ELA, the expectation is that 90% or more of students will meet the target set for a teacher to be considered highly effective.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	For K-3 ELA, the expectation is that 65-89% of students will meet the target set for a teacher to be considered effective.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	For K-3 ELA, the expectation is that 51-64% of students will meet the target set for a teacher to be considered developing.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	For K-3 ELA, the expectation is that 0-50% of students will meet the target set for a teacher to be considered ineffective.

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	District, regional, or BOCES-developed assessment	Stockbridge Valley Locally Developed K Assessment - Math.
1	District, regional, or BOCES-developed assessment	Stockbridge Valley Locally Developed Grade 1 Assessment - Math.
2	District, regional, or BOCES-developed assessment	Stockbridge Valley Locally Developed Grade 2 Assessment- Math.

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers will utillize a locally developed pre-assessment and a post-assessment (either state-mandated or locally developed as per regulations) to measure student growth. Teachers and administrators will set growth targets for individual students. Teachers will be assigned points based on the percentage of students meeting the teacher targeted growth rate in accordance with the attached Conversion Scale, which corresponds to the HEDI ratings. See scale in 2.11

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	For K-3 Math. the expectation is that 90% or more of students will meet the target set for a teacher to be considered highly effective.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	For K-3 Math, the expectation is that 65-89% of students will meet the target set for a teacher to be considered effective.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	For K-3 Math, the expectation is that 51-64% of students will meet the target set for a teacher to be considered developing.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	For K-3 Math, the expectation is that 0-50% of students will meet the target set for a teacher to be considered ineffective.

2.4) Grades 6-8 Science

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

	Science	Assessment
6	Not applicable	N/A
7	District, regional or BOCES-developed assessment	Stockbridge Valley Locally Developed 7th grade Assessment- Science

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers will utillize a locally developed pre-assessment and a post-assessment (either state-mandated or locally developed as per regulations) to measure student growth. Teachers and administrators will set growth targets for individual students. Teachers will be assigned points based on the percentage of students meeting the teacher targeted growth rate in accordance with the attached Conversion Scale, which corresponds to the HEDI ratings. See scale in 2.11
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	The expectation is that 90% or moreof students will meet the target set for a teacher to be considered highly effective.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	The expectation is that 65-89% of students will meet the target for a teacher to be considered effective.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	The expectation is that 51-64 % of students will meet the target for a teacher to be considered developing.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	The expectation is that 0-50% of students will meet the target for a teacher to be considered ineffective.

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	Stockbridge Valley Locally Developed 7th grade Assessment- Social Studies
8	District, regional or BOCES-developed assessment	Stockbridge Valley Locally Developed 8th Grade Assessment - Social Studies

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers will utillize a locally developed pre-assessment and a post-assessment (either state-mandated or locally developed as per regulations) to measure student growth. Teachers and administrators will set growth targets for individual students. Teachers will be assigned points based on the percentage of students meeting the teacher targeted growth rate in accordance with the attached Conversion Scale, which corresponds to the HEDI ratings. See scale in 2.11
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	The expectation is that 90% or more of students will meet the target set for a teacher to be considered highly effective.
Effective (9 - 17 points) Results meet District goals for similar students.	The expectation is that 65-89% of students will meet the target for a teacher to be considered effective.
Developing (3 - 8 points) Results are below District goals for similar students.	The expectation is that 51-64 % of students will meet the target for a teacher to be considered developing.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The expectation is that 0-50% of students will meet the target for a teacher to be considered ineffective.

2.6) High School Social Studies Regents Courses

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

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

		Assessment
Global 1	District, regional, or BOCES-developed assessment	Stockbridge Valley Locally 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.	Each teacher will develop SLOs with pre and post assessments for individual students. Regents assessments will be used where available. The assessment will have an expected level of performance. The number of students meeting or exceeding their target will be converted to a percent. The percent will be converted to HEDI. (See Chart 2.11)
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	The expectation is that 90% or more of students will meet the target set for a teacher to be considered highly effective.
Effective (9 - 17 points) Results meet District goals for similar students.	The expectation is that 65-89% of students will meet the target for a teacher to be considered effective.
Developing (3 - 8 points) Results are below District goals for similar students.	The expectation is that 51-64 % of students will meet the target for a teacher to be considered developing.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The expectation is that 0-50% of students will meet the target for a teacher to be considered ineffective.

2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Each teacher will develop SLOs with pre and post assessments for individual students. Regents assessments will be used where available. The assessment will have an expected level of performance. The number of students meeting or exceeding their target will be converted to a percent. The percent will be converted to HEDI. (See Chart 2.11)

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	The expectation is that 90% or more of students will meet the target set for a teacher to be considered highly effective.
Effective (9 - 17 points) Results meet District goals for similar students.	The expectation is that 65-89% of students will meet the target for a teacher to be considered effective.
Developing (3 - 8 points) Results are below District goals for similar students.	The expectation is that 51-64 % of students will meet the target for a teacher to be considered developing.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The expectation is that 0-50% of students will meet the target for a teacher to be considered ineffective.

2.8) High School Math Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Each teacher will develop SLOs with pre and post assessments for individual students. Regents assessments will be used where available. The assessment will have an expected level of performance. The number of students meeting or exceeding their target will be converted to a percent. The percent will be converted to HEDI. (See Chart 2.11)
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	The expectation is that 90% or more of students will meet the target set for a teacher to be considered highly effective.
Effective (9 - 17 points) Results meet District goals for similar students.	The expectation is that 65-89% of students will meet the target for a teacher to be considered effective.
Developing (3 - 8 points) Results are below District goals for similar students.	The expectation is that 51-64 % of students will meet the target for a teacher to be considered developing.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The expectation is that 0-50% of students will meet the target for a teacher to be considered ineffective.

2.9) High School English Language Arts

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

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

	High School English Courses	Assessment
Grade 9 ELA	District, regional or BOCES-developed assessment	Stockbridge Valley Locally Developed Grade 9 Assessment - ELA
Grade 10 ELA	District, regional or BOCES-developed assessment	Stockbridge Valley Locally Developed Grade 10 Assessment-ELA
Grade 11 ELA	Regents assessment	Regents Assessment for Grade 11 ELA

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Each teacher will develop SLOs with pre and post assessments for individual students. Regents assessments will be used where available. The assessment will have an expected level of performance. The number of students meeting or exceeding their target will be converted to a percent. The percent will be converted to HEDI. (See Chart 2.11)
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	The expectation is that 90% or more of students will meet the target set for a teacher to be considered highly effective
Effective (9 - 17 points) Results meet District goals for similar students.	The expectation is that 65-89% of students will meet the target for a teacher to be considered effective.
Developing (3 - 8 points) Results are below District goals for similar students.	The expectation is that 51-64 % of students will meet the target for a teacher to be considered developing.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The expectation is that 0-50% of students will meet the target for a teacher to be considered ineffective.

2.10) All Other Courses

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

	Course(s) or Subject(s)	Option	Assessment
	All other Secondary English courses	District, Regional or BOCES-developed	Stockbridge Valley Locally Developed subject and grade specific English Assessments
	All other Secondary Math courses	District, Regional or BOCES-developed	Stockbridge Valley Locally Developed subject and grade specific Mathematics Assessments
	All other Secondary Science courses	District, Regional or BOCES-developed	Stockbridge Valley Locally Developed subject and grade specific Science Assessments
	All other Secondary Social Studies Course	District, Regional or BOCES-developed	Stockbridge Valley Locally Developed subject and grade specific Social Studies Assessments
	All Spanish Courses	District, Regional or BOCES-developed	Stockbridge Valley Locally Developed subject and grade specific Spanish Assessments
	All Technology courses	District, Regional or BOCES-developed	Stockbridge Valley Locally Developed subject and grade specific Technology Assessments

	All Physical Education Courses	District, Regional or BOCES-developed	Madison Oneida BOCES Regionally Developed subject and grade specific Physical Education Assessments
	All Health Courses	District, Regional or BOCES-developed	Madison Oneida BOCES Regionally developed subject and grade specific Health assessments
	All Art Courses	District, Regional or BOCES-developed	Madison Oneida BOCES Regionally developed subject and grade specific Art assessments
	All Family Consumer Science Courses	District, Regional or BOCES-developed	Stockbridge Valley Locally Developed subject and grade specific Family and Consumer Science Assessments
	All Library Courses	District, Regional or BOCES-developed	Stockbridge Valley Locally Developed subject and grade level specific Library Assessments
	All Agricultural Courses	District, Regional or BOCES-developed	Stockbridge Valley Locally Developed subject and grade level specific Agricultural Assessments
	All Music Courses	District, Regional or BOCES-developed	Stockbridge Valley Locally Developed subject and grade level specific Music Assessments

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Each teacher will develop SLOs with pre and post assessments for individual students. Regents assessments will be used where available. The assessment will have an expected level of performance. The number of students meeting or exceeding their target will be converted to a percent. The percent will be converted to HEDI. (See Chart 2.11)
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	The expectation is that 90% or more of students will meet the target set for a teacher to be considered highly effective
Effective (9 - 17 points) Results meet District goals for similar students.	The expectation is that 65-89% of students will meet the target for a teacher to be considered effective.
Developing (3 - 8 points) Results are below District goals for similar students.	The expectation is that 51-64 % of students will meet the target for a teacher to be considered developing.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The expectation is that 0-50% of students will meet the target for a teacher to be considered ineffective.

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

(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/5364/180370-TXEtxx9bQW/A APPRGrowth Measures for Teachers Chart (2.11) 10-7-12.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.

Stockbridge Valley Central School District will not make any adjustments, controls, or other special considerations when setting targets for Comparable Growth Measures.

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)

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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	5) District, regional, or BOCES–developed assessments	Stockbridge Valley District Developed Grade 4 ELA Assessment
5	5) District, regional, or BOCES–developed assessments	Stockbridge Valley District Developed Grade 5 ELA Assessment

6	5) District, regional, or BOCES–developed assessments	Stockbridge Valley District Developed Grade 6 ELA Assessment
7	5) District, regional, or BOCES–developed assessments	Stockbridge Vallley District Developed Grade 7 ELA Assessment
8	5) District, regional, or BOCES–developed assessments	Stockbridge Valley District Developed Grade 8 ELA Assessment

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.	Stockbridge Valley District developed 4-8 ELA assessments will be rigorous and valid. The same assessment will be used across all classrooms in the same grade level. Each student score on the assessment will be adjusted according to the attendance control formula using Table 3.3. The average of these student scores on the assessments will be converted to a 0-4 rubric score using Chart 3.3 A. . This rubric score will be converted to points using Chart 3.3 B. These points correspond to the assigned HEDI categories as stated in New York State Education APPR regulations. The student attendance control to be used by Stockbridge Valley District will in no case add more than two points to teacher's local HEDI score. Rounding rules will apply to all charts.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated highly effective if the rubric score is 3.5 or higher. See Charts 3.3 A and B.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated effective if the rubric score is 2.5 to 3.4. See Charts 3.3 A and B.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated developing if the rubric score is 1.5 to 2.4. See Charts 3.3 A and B.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated ineffective if the rubric score is 0 to 1.4. See Charts 3.3 A and B.

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	5) District, regional, or BOCES–developed assessments	Stockbridge Valley District developed Grade 4 Math. Assessment

5	5) District, regional, or BOCES–developed assessments	Stockbridge Valley District developed Grade 5 Math. Assessment
6	5) District, regional, or BOCES–developed assessments	Stockbridge Valley District developed Grade 6 Math. Assessment
7	5) District, regional, or BOCES–developed assessments	Stockbridge Valley District developed Grade 7 Math. Assessment
8	5) District, regional, or BOCES–developed assessments	Stockbridge Valley District developed Grade 8 Math. Assessment

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.	Stockbridge Valley District developed 4-8 Math. assessments will be rigorous and valid. The same assessment will be used across all classrooms in the same grade level. Each student score on the assessment will be adjusted according to the attendance control formula using table 3.3. The average of these student scores on the assessments will be converted to a 0-4 rubric score using Chart 3.3 A. . This rubric score will be converted to points using Chart 3.3 B. These points correspond to the assigned HEDI categories as stated in New York State Education APPR regulations. The student attendance control to be used by Stockbridge Valley District will in no case add more than two points to teacher's local HEDI score. Rounding rules will apply to all charts.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated highly effective if the rubric score is 3.5 or greater. See Charts 3.3 A and B.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated effective if the rubric score is 2.5 to 3.4.. See Charts 3.3 A and B.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated developing if the rubric score is 1.5 to 2.4. See Charts 3.3 A and B.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated ineffective if the rubric score is 0 to 1.4. See Charts 3.3 A and B.

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/5139/180413-rhJdBgDruP/SVCS (Chart 3.3) 12-4-12 APPR Upload for Teachers' Local 12-4-12.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	5) District, regional, or BOCES–developed assessments	Stockbridge Valley District developed K ELA assessment
1	5) District, regional, or BOCES–developed assessments	Stockbridge Valley District developed Grade 1 ELA assessment
2	5) District, regional, or BOCES–developed assessments	Stockbridge Valley District developed Grade 2 ELA assessment
3	5) District, regional, or BOCES–developed assessments	Stockbridge Valley District developed Grade 3 ELA assessment

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.	Stockbridge Valley District developed K-3 ELA assessments will be rigorous and valid. The same assessment will be used across all classrooms in the same grade level. Each student score on the assessment will be adjusted according to the attendance control formula using Table 3.13. The average of these student scores on the assessments will be converted to a 0-4 rubric score using Chart 3.13 A. . This rubric score will be converted to points using Chart 3.13 B. These points correspond to the assigned HEDI categories as stated in New York State Education APPR regulations. The student attendance control to be used by Stockbridge Valley District will in no case add more than two points to teacher's local HEDI score. Rounding rules will apply to all charts.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated highly effective if the rubric score is 3.5 or greater. See charts 3.13 A and B.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated effective if the rubric score is 2.5 to 3.4. See charts 3.13 A and B.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated developing if the rubric score is 1.5 to 2.4. See charts 3.13 A and B.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement	A teacher will be rated ineffective if the rubric score is 0 to 1.4. See charts 3.13 A and B.

for grade/subject.

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	5) District, regional, or BOCES–developed assessments	Stockbridge Valley District developed K Math. assessment
1	5) District, regional, or BOCES–developed assessments	Stockbridge Valley District developed Grade 1 Math. assessment
2	5) District, regional, or BOCES–developed assessments	Stockbridge Valley District developed Grade 2 Math. assessment
3	5) District, regional, or BOCES–developed assessments	Stockbridge Valley District developed Grade 3 Math. assessment

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.	Stockbridge Valley District developed K-3 Math. assessments will be rigorous and valid. The same assessment will be used across all classrooms in the same grade level. Each student score on the assessment will be adjusted according to the attendance control formula using table 3.13. The average of these student scores on the assessments will be converted to a 0-4 rubric score using Chart 3.13 A. . This rubric score will be converted to points using Chart 3.13 B. These points correspond to the assigned HEDI categories as stated in New York State Education APPR regulations. The student attendance control to be used by Stockbridge Valley District will in no case add more than two points to teacher's local HEDI score. Rounding rules will apply to all charts.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated highly effective if the rubric score is 3.5 or higher. See charts 3.13 A and B.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated effective if the rubric score is 2.5 to 3.4. See charts 3.13 A and B.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated developing if the rubric score is 1.5 to 2.4. See charts 3.13 A and B.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement	A teacher will be rated ineffective if the rubric score is 0 to 1.4. See charts 3.13 A and B.

for grade/subject.

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	5) District, regional, or BOCES–developed assessments	Stockbridge Valley District developed Grade 6 Science Assessment
7	5) District, regional, or BOCES–developed assessments	Stockbridge Valley District developed Grade 7 Science Assessment
8	5) District, regional, or BOCES–developed assessments	Stockbridge Valley District developed Grade 8 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.	Stockbridge Valley District developed grades 6-8 Science assessments will be rigorous and valid. The same assessment will be used across all classrooms in the same grade level. Each student score on the assessment will be adjusted according to the attendance control formula using table 3.13. The average of these student scores on the assessments will be converted to a 0-4 rubric score using Chart 3.13 A. . This rubric score will be converted to points using Chart 3.13 B. These points correspond to the assigned HEDI categories as stated in New York State Education APPR regulations. The student attendance control to be used by Stockbridge Valley District will in no case add more than two points to teacher's local HEDI score. Rounding rules will apply to all charts.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated highly effective if the rubric score is 3.5 or higher. See charts 3.13 A and B.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated effective if the rubric score is 2.5 to 3.4. See charts 3.13 A and B.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated developing if the rubric score is 1.5 to 2.4. See charts 3.13 A and B.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated ineffective if the rubric score is 0 to 1.4. See charts 3.13 A and B.

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	5) District, regional, or BOCES–developed assessments	Stockbridge Valley District developed Grade 6 Social Studies Assessments
7	5) District, regional, or BOCES–developed assessments	Stockbridge Valley District developed Grade 7 Social Studies Assessments
8	5) District, regional, or BOCES–developed assessments	Stockbridge Valley District developed Grade 8 Social Studies Assessments

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.	Stockbridge Valley District developed grades 6-8 Social Studies assessments will be rigorous and valid. The same assessment will be used across all classrooms in the same grade level. Each student score on the assessment will be adjusted according to the attendance control formula using table 3.13. The average of these student scores on the assessments will be converted to a 0-4 rubric score using Chart 3.13 A. . This rubric score will be converted to points using Chart 3.13 B. These points correspond to the assigned HEDI categories as stated in New York State Education APPR regulations. The student attendance control to be used by Stockbridge Valley District will in no case add more than two points to teacher's local HEDI score. Rounding rules will apply to all charts.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated highly effective if the rubric score is 3.5 or higher. See charts 3.13 A and B.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated effective if the rubric score is 2.5 to 3.4. See charts 3.13 A and B.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated developing if the rubric score is 1.5 to 2.4. See charts 3.13 A and B.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated ineffective if therubric score is 0 to 1.4. See charts 3.13 A and B.

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	5) District, regional, or BOCES–developed assessments	Stockbridge Valley District developed Global I Assessment
Global 2	5) District, regional, or BOCES–developed assessments	Stockbridge Valley District developed Global 2 assessment
American History	5) District, regional, or BOCES–developed assessments	Stockbridge Valley District developed American History assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Stockbridge Valley District developed High School Social Studies assessments will be rigorous and valid. The same assessment will be used across all classrooms in the same grade level. Each student score on the assessment will be adjusted according to the attendance control formula using table 3.13. The average of these student scores on the assessments will be converted to a 0-4 rubric score using Chart 3.13 A. . This rubric score will be converted to points using Chart 3.13 B. These points correspond to the assigned HEDI categories as stated in New York State Education APPR regulations. The student attendance control to be used by Stockbridge Valley District will in no case add more than two points to teacher's local HEDI score. Rounding rules will apply to all charts.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated highly effective if the rubric score is 3.5 or higher. See chart 3.13 A and B.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated effective if the rubric score is 2.5 to 3.4. See chart 3.13 A and B.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated developing if the rubric score is 1.5 to 2.4. See chart 3.13 A and B.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated ineffective if the rubric score is 0 to 1.4. See chart 3.13 A and B.

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	5) District, regional, or BOCES–developed assessments	Stockbridge Valley District developed Living Environment assessment
Earth Science	5) District, regional, or BOCES–developed assessments	Stockbridge Valley District developed Earth Science assessment
Chemistry	5) District, regional, or BOCES–developed assessments	Stockbridge Valley District developed Chemistry assessment
Physics	5) District, regional, or BOCES–developed assessments	Stockbridge Valley District developed Physics assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Stockbridge Valley District developed High School Science assessments will be rigorous and valid. The same assessment will be used across all classrooms in the same grade level. Each student score on the assessment will be adjusted according to the attendance control formula using table 3.13. The average of these student scores on the assessments will be converted to a 0-4 rubric score using Chart 3.13 A. . This rubric score will be converted to points using Chart 3.13 B. These points correspond to the assigned HEDI categories as stated in New York State Education APPR regulations. The student attendance control to be used by Stockbridge Valley District will in no case add more than two points to teacher's local HEDI score. Rounding rules will apply to all charts.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated highly effective if the rubric score is 3.5 or higher. See charts 3.13 A and B.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated effective if the rubric score is 2.5 to 3.4. See charts 3.13 A and B.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated developing if the rubric score is 1.5 to 2.4. See charts 3.13 A and B.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated ineffective if the rubric score is 0 to 1.4. See charts 3.13 A and B.

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	5) District, regional, or BOCES–developed assessments	Stockbridge Valley District developed Algebra 1 assessment
Geometry	5) District, regional, or BOCES–developed assessments	Stockbridge Valley District developed Geometry assessment
Algebra 2	5) District, regional, or BOCES–developed assessments	Stockbridge Valley District developed Algebra 2 assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Stockbridge Valley District developed High School Math. assessments will be rigorous and valid. The same assessment will be used across all classrooms in the same grade level. Each student score on the assessment will be adjusted according to the attendance control formula using table 3.13. The average of these student scores on the assessments will be converted to a 0-4 rubric score using Chart 3.13 A. . This rubric score will be converted to points using Charte 3.13 B. These points correspond to the assigned HEDI categories as stated in New York State Education APPR regulations. The student attendance control to be used by Stockbridge Valley District will in no case add more than two points to teacher's local HEDI score. Rounding rules will apply to all charts.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated highly effective if the rubric score is 3.5 or greater. See chart 3.13 A and B.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated effective if the rubric score is 2.5 to 3.4. See chart 3.13 A and B
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated developing if the rubric score is 1.5 to 2.4. See chart 3.13 A and B.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated ineffective if the rubric score is 0 to 1.4. See chart 3.13 A and B.

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	5) District, regional, or BOCES–developed assessments	Stockbridge Valley District developed Grade 9 ELA assessment
Grade 10 ELA	5) District, regional, or BOCES–developed assessments	Stockbridge Valley District developed Grade 10 ELA assessment
Grade 11 ELA	5) District, regional, or BOCES–developed assessments	Stockbridge Valley District developed Grade 11 ELA assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Stockbridge Valley District developed High School ELA assessments will be rigorous and valid. The same assessment will be used across all classrooms in the same grade level. Each student score on the assessment will be adjusted according to the attendance control formula using table 3.13. The average of these student scores on the assessments will be converted to a 0-4 rubric score using Chart 3.13 A. . This rubric score will be converted to points using Chart 3.13 B. These points correspond to the assigned HEDI categories as stated in New York State Education APPR regulations. The student attendance control to be used by Stockbridge Valley District will in no case add more than two points to teacher's local HEDI score. Rounding rules will apply to all charts.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated highly effective if the rubric score is 3.5 or higher. See charts 3.13 A and B.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated effective if the rubric score is 2.5 to 3.4. See charts 3.13 A and B.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated developing if the rubric score is 1.5 to 2.4. See charts 3.13 A and B.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated ineffective if the rubric score is 0 to 1.4. See charts 3.13 A and B.

3.12) All Other Courses

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

	Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
	All other Secondary English courses	5) District/regional/BOCES–developed	Stockbridge Valley District developed subject and grade specific English Assessments
	All other secondary Math courses	5) District/regional/BOCES–developed	Stockbridge Valley District developed subject and grade specific Math. Assessments
	All other secondary Science courses	5) District/regional/BOCES–developed	Stockbridge Valley District developed subject and grade specific Science Assessments
	All other secondary Social Studies courses	5) District/regional/BOCES–developed	Stockbridge Valley District developed subject and grade specific Social Studies Assessments
	All Spanish courses	5) District/regional/BOCES–developed	Stockbridge Valley District developed subject and grade specific Spanish Assessments
	All Technology Courses	5) District/regional/BOCES–developed	Stockbridge Valley District developed subject and grade specific Technology Assessments
	All Physical Education Courses	5) District/regional/BOCES–developed	Stockbridge Valley District developed subject and grade specific Physical Education Assessments
	All Health Courses	5) District/regional/BOCES–developed	Stockbridge Valley District developed subject and grade specific Health assessments
	All Art Courses	5) District/regional/BOCES–developed	Stockbridge Valley District developed subject and grade specific Art assessments
	All Music Courses	5) District/regional/BOCES–developed	Stockbridge Valley District developed subject and grade specific Music assessments
	All Family and Consumer Science Courses	5) District/regional/BOCES–developed	Stockbridge Valley District developed subject and grade specific Family and Consumer Science assessments
	All Library Courses	5) District/regional/BOCES–developed	Stockbridge Valley District developed subject and grade specific Library assessments
	All Agricultural Courses	5) District/regional/BOCES–developed	Stockbridge Valley District developed subject and grade specific Agricultural assessments

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.	Stockbridge Valley District developed other courses assessments will be rigorous and valid. The same assessment will be used across all classrooms in the same grade level. Each student score on the assessment will be adjusted according to the attendance control formula using table 3.13. The average of these student scores on the assessments will be converted to a 0-4 rubric score using Chart 3.13 A. . This rubric score will be converted to points using Chart 3.13 B. These points correspond to the assigned HEDI categories as stated in New York State Education APPR regulations. The student attendance control to be used by Stockbridge Valley District will in no case add more than two points to teacher's local HEDI score. Rounding rules will apply to all charts.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	A teacher will be rated highly effective if the rubric score is 3.5 or higher. See chart 3.13 A and B.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated effective if the rubric score is 2.5 to 3.4. See charts 3.13 A and B.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated developing if the rubric score is 1.5 to 2.4. See charts 3.13 A and B.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated ineffective if the rubric score is 0 to 1.4. See charts 3.13 A and B.

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/5139/180413-y92vNseFa4/SVCS (Chart 3.13)12-4-12 for Teachers' Local- Upload APPR 3.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.

Stockbridge Valley District has provided a student attendance adjustment for the local measures. For the last three years our attendance rate as reported on the NYS school report card has remained at 95% despite the efforts of guidance counselors, social workers, teachers and administration. The district will continue to work diligently to increase student attendance. Student attendance is continually monitored. Daily calls are made to students' parents by an automated system when a student is absent. Guidance counselors and administrators have regular meetings with students who have excessive absences. Stockbridge Valley District has ongoing personal contact with parents regarding their child's attendance.

In the meantime we will use the control to adjust scores.

The following formula is used to calculate the adjusted student scores.
It is a four step process.
1. Multiply each students' assessment score (X1) by the number of days they were in attendance (W1).
2. Add step 1 scores for an all student number.
3. Add all the the days of attendance.
4. Divide the results of step 1 by results of step 3 .
This will provide an adjusted score that accounts for student attendance.

Note: In no case will a teacher's HEDI score be improved by more than two points as a result of the student attendance adjustment.

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.

Teachers with multiple measures will add the average of each measure. The teacher's score will be weighted proportionately according to the number of students in a class. The averages will be divided by the number of measures. This will provided a number from 0 to 100. The conversion chart will be used to convert the number to a rubric score. The second conversion chart will then be used to assign points for this subcomponent.

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	Checked

Standards of Educational and Psychological Testing.	
3.16) Assurances | Assure that all locally-selected measures for a teacher are different than any measures used for the State assessment or other comparable measures subcomponent.	Checked

4. Other Measures of Effectiveness (Teachers)

Created Friday, September 21, 2012
Updated Monday, December 10, 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.)

NYSUT Teacher Practice Rubric

(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]	48
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	12

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.

Rubric Scores will be assigned based on the NYSUT Teacher Practice Rubric from 1-4. The subcomponents are called standards. Each standard will have a 1-4 rating.

Each standard is comprised of elements. All elements in each standard will be given a 1-4 score. In order to obtain a rating for each standard, all the scores of the elements in the standard will be combined and then divided by the number of elements in that standard.

The average of the rubric scores of the standards will be calculated. This average of the rubric scores will be converted to a 0-60 scale using the attached conversion table. The points will be converted to a HEDI. (See table 4.5) Rounding rules apply.

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/5091/180421-eka9yMJ855/SVCS (Chart 4.5) 12-4-12 for Teachers Other Measure of Effectiveness APPR Upload 3.doc

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	Teachers rated as Highly Effective have achieved an average on their rubric scores on the 7 subcomponents of the NYSUT rubric that is 3.5 or greater. The subcomponents are called Standards on the NYSUT Teacher Practice Rubric.
Effective: Overall performance and results meet NYS Teaching Standards.	Teachers rated as Effective have achieved an average on their rubric scores on the 7 subcomponents of the NYSUT rubric that is between 2.5 and 3.4. The subcomponents are called Standards on the NYSUT Teacher Practice Rubric.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Teachers rated as Developing have achieved an average on their rubric scores on the 7 subcomponents of the NYSUT rubric that is between 1.5 and 2.4. The subcomponents are called Standards on the NYSUT Teacher Practice Rubric.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Teachers rated as Ineffective have achieved an average on their rubric scores on the 7 subcomponents of the NYSUT rubric that is 0 to 1.4. The subcomponents are called Standards on the NYSUT Teacher Practice Rubric.

Provide the ranges for the 60-point scoring bands.

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

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

4.6) Observations of Probationary Teachers | Formal/Long	2
4.6) Observations of Probationary Teachers | Informal/Short	4
4.6) Observations of Probationary Teachers | Enter Total	6

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	2
4.7) Observations of Tenured Teachers | 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 tenured teachers be done in person, by video, or both?

- In Person

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

- In Person

5. Composite Scoring (Teachers)

Created Saturday, September 22, 2012
Updated Wednesday, November 28, 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 Saturday, September 22, 2012
Updated Tuesday, December 04, 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/5265/180609-Df0w3Xx5v6/AAppr Teacher Improvement Plan for Chart 6.2.doc

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

A teacher who earns an overall rating of ineffective or developing may appeal the substance of the review, the district's failure to adhere to the standard and methodologies required for the review, pursuant to Education law-301-c, and or the district's failure to comply with applicable locally negotiated procedures. Such procedures and conditions constitute the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to the substance of the teacher performance review and/or improvement plan. Procedural challenges will be determined through the grievance procedure.

In order to be timely and expeditious, the appeal must be submitted by the teacher in writing within 10 school days of the issuance of the APPR or implementation of a Teacher Improvement Plan (TIP) and shall set forth the basis of the appeal. Within 10 school days of receipt of the appeal, the evaluator who issued the performance review or was responsible for the issuance or implementation of the terms of the TIP, must submit to the teacher a written response to the appeal. The response must include any and all of the additional documents or written materials specific to the point of disagreement that support the evaluator's reponse and or are relevant to the resolution of the appeal. A meeting between the evaluator and the teacher will take place within 5 school days of the evaluator's response to discuss identified areas of disagreement and to attempt to come to a resolution of the issues.

If the parties are unable to come to agreement the materials shall be submitted by the teacher to the Review Committee within 5 school days of the meeting between the evaluator and teacher. The Review Committee will consist of two teachers and the other administrator evaluator. The committee will conduct a hearing within 20 school days from the date when the teacher filed his/her appeal to the Review Committee. The Review Committee will issue a written decision within 10 school days of when the hearing was conducted.

If the parties are unable to come to an agreement, all material will be submitted by the teacher to the Superintendent within 5 school days of the Review Committee's decision. The decision of the Superintendent will be issued within 10 school days of receipt of that material and the Superintendent's decision will be final and binding.

No disciplinary action will be taken by the District against the teacher and predicated upon ineffective performance until the process has been concluded.

The burden of proof to establish a rational basis for the appeal rests with the appellant.

6.4) Training and Certification of Lead Evaluators and Evaluators

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

The District will ensure that all Evaluators/Lead Evaluators are properly trained and re- certified to complete an individual's performance review . Evaluator training will be conducted by Madison Oneida BOCES staff development team. Evaluator training wil be based upon the recommended SED model certification process.

The Superintendent will certify lead evaluators upon receipt of proper documentation that the individual has fully completed training. The district will maintain records of certification of evaluators.

The district will establish a process to maintain inter-rater reliability over time in accordance with NYSED guidance and protocols recommended in training certified evaluators. The District anticipates that such protocols will include measures such as : data analysis, periodic comparisons of assessments/paired observation, and or annual calibration sessions. Lead evaluators and evaluators will be re-certified periodically to insure inter-rater reliability by BOCES and in compliance with NYSED. This will occur on an annual basis.

Administrators are the individuals within the district who will be certified as evaluators.

The training for the evaluators included:
1. Evidence based observation techniques grounded in research;
2. Application and use of the student growth percentile and or value added Growth Model data
3. Application and use of the State approved teacher or principal rubrics
4. Application and use of any assessment tools used to evaluate teachers and principals
5. Application and use of State -approved locally selected measures of student achievement
6. Use of Statewide Instruction Reporting System
7. Scoring methodology used to evaluate teachers and principals. Specific considerations in evaluting teachers and principals of students with disabilities.
There were 9 sessions for each evaluator. The training begain in August, 2011 and continued until July, 2012. Training will be ongoing for all evaluators.

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 Saturday, September 22, 2012
Updated Wednesday, November 28, 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):

PreK-12
(No response)
(No response)
(No response)
(No response)
(No response)
(No response)

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
N/A		

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

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

(No response)

7.4) Special Considerations for Comparable Growth Measures

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

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

(No response)

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

Created Sunday, September 23, 2012
Updated Tuesday, December 04, 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
PreK-12	(a) achievement on State assessments	4-8 Math NYS Assessments

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.	Annually, by October 31st, the principal will meet with the superintendent to set target scores. Targets per principal will be quantified and differentiated based on student baseline data. The achievement will be measured by the percentage of students who achieve a 3 or 4 on the Math Assessment for Grades 4-8. This percentage will be used to determine the principal's HEDI rating. The superintendent can approve, deny, or edit the expectations for student performance annually.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates exceptional student results. Expectations for targets are well above District expectations. Principals will be highly effective if 90% or greater of students have achieved the target.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates significant student learning gains. Expectations for target meet District expectations. Principals will be effective if 65% to 89% of students achieve the target.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement	Evidence indicates some student learning gains. Expectations for target nearly meet district expectations.

for grade/subject.	Principals will be developing if 45% to 64% of students achieve the target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates littleto no student learning gains. Expectations for target is well below district expectations. Principals will be ineffective if 0 to 44% of students achieve the target.

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/5366/180866-qBFVOWF7fC/Upload 2 APPR Principal Local Scores Conversion Chart - HEDI- Chart 8.1.docx

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

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

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

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

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

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

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

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

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

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

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

least a 3 on an Advanced Placement examination since entry into the ninth grade)

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

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

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

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

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

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

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

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

(No response)

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

(No response)

8.3) Locally Developed Controls

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

Stockbridge Valley Disrict has no controls.

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.

Stockbridge Valley School District is not using mulitple measures for principals.

8.5) Assurances

Please check all of the boxes below:

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

9. Other Measures of Effectiveness (Principals)

Created Sunday, September 23, 2012
Updated Monday, December 10, 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.	(No response)
9.3) Assurances -- Goals | Assure that any other goals, if applicable, shall address quantifiable and verifiable improvements in academic results or the school's learning environment (e.g. student or teacher attendance).	(No response)

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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

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.

Rubric scores will be assigned based on the Multi Dimensional Principal Rubric from 1-4. Each domain will have a 1-4 rating. All subcomponents will be given a 1 to 4 score. In order to obtain a single domain rating all subcomponents in the domain will be combined and then divided by the number of subcomponents in that domain. The average of the domain rubric scores will be calculated. This average of the rubric scores will be converted to a 0-60 scale using the attached conversion table. The points will be converted to a HEDI. (See table 9.7) Rounding rules apply.

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/5143/180871-pMADJ4gk6R/SVCS (Chart 9.7) 12-4-12 for Principal's Other Measures- Upload 3 APPR.doc

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

Highly Effective: Overall performance and results exceed standards.	A principal who has an overall average rubric rating of 3.70 or greater is highly effective. Rounding rules apply.
Effective: Overall performance and results meet standards.	A principal who has an overall average rubric rating of 2.75 to 3.65 is effective. Rounding rules apply.
Developing: Overall performance and results need improvement in order to meet standards.	A principal who has an overall average rubric rating of 1.9 to 2.7 is developing. Rounding rules apply.
Ineffective: Overall performance and results do not meet standards.	A principal who has an overall average rubric rating of 0 to 1.8 is ineffective. Rounding rules apply.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	55-60
Effective	35-54

Developing	21-34
Ineffective	0-20

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	3
By trained administrator	0
By trained independent evaluator	0
Enter Total	3

Tenured Principals

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

10. Composite Scoring (Principals)

Created Saturday, September 22, 2012
Updated Wednesday, November 28, 2012

Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

Highly Effective	55-60
Effective	35-54
Developing	21-34
Ineffective	0-20

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 Saturday, September 22, 2012
Updated Monday, December 10, 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/5276/180643-Df0w3Xx5v6/Upload 2 APPR SV Principal Improvement Plan (Chart 11.2).doc

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Any appeal relating to an evaluation and/ or improvement plan must be submitted in writing to the Superintendent within 15 calendar days of receipt of the final evaluation, and must set forth the nature of the objection to the evaluation and/ or improvement plan. The written appeal must include the specific reasons for the appeal.

The reasons for an appeal are :
1. A principal receives an ineffective or developing HEDI rating.

2. District adherence to standards and methodology required for such a review pursuant to Education Law 3012-C guidance is questioned.
3. Compliance with any applicable locally negotiated procedures applicable to APPR review or improvement plans.
4. The districts issuance or implementation of terms of the Principal Improvement Plan, PIP, under Education Law 3012-C.

First the Superintendent shall designate an Appeals Officer to hear the principal's appeal. Then the appeal shall be decided on the evaluation and/ or the improvement plan alone. No additional information or evidence shall be considered by the Appeals Officer. A decision by the Appeals Officer shall be issued to the Superintendent, within 30 calendar days from the receipt of the appeal. The Appeals Officer's decision must detail the rationale of the decision for him or her.

Within 15 calendar days from the receipt of the Appeals Officer's decision the Superintendent will render a decision, with a response to the principal's appeal. The Superintendent's decision shall be final and binding, and not otherwise subject to review in any of the forums including the courts.

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.

Stockbridge Valley Central School District will comply with all requirements for the training and certification of evaluators. This committment includes both the initial trainings of all evaluators on the nine elements listed in section 30-2.9 of the Rules of the Board of Regents and the ongoing training and support essential to maintain the needed level of inter-rater reliability. This includes the re-certification annually by Madison Oneida BOCES APPR trainers.

The Superintendent shall successfully complete training that meets the minimum requirements prescribed in Chapter 103 and Section 30-2.9. Such training shall include application and use of the State approved principal practice rubric(s) selected by the District for use in evaluations.

Once the Superintendent has successfully completed training meeting the minimum requirements prescribed in the law and regulations, he/she shall be deemed certified by the District as a prinicipal evaluator.

The Superintendent willl complete training offered to suppport the Rubric approved by the State Edcuation Department and selected by the APPR team. The duration of the training shall be appropriate to evaluate principals or annually for 6 sessions.

Stockbridge Valley District has only one principal and Superintendent evaluator. The Superintendent will be re-certified as deemed appropriate by the district.

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 Sunday, September 23, 2012
Updated Monday, December 10, 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/5581/180875-3Uqgn5g9Iu/SVCS signatures 12-10-12.pdf.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.

Chart 2.11: Stockbridge Valley Central School District Comparable Growth Measures Conversion Chart for Grades K-12

HEDI RATING	Percent of Students Achieving Target Score	Points
Highly Effective		
	98-100	20
	94-97	19
	90-93	18
Effective		
	87-89	17
	84-86	16
	81-83	15
	78-80	14
	75-77	13
	72-74	12
	69-71	11
	67-68	10
	65-66	9
Developing		
	62-64	8
	59-61	7
	57-58	6
	55-56	5
	53-54	4
	51-52	3
Ineffective		
	41-50	2
	26-40	1
	0-25	0

Table 3:3 Stockbridge Valley Control for Student Attendance for Local Measures

Weighting Scores for Attendance:

Note: In no case will a teacher's HEDI score be improved by more than 2 points.

NYSUT, in consultation with researchers, have developed the following methodology for adjusting teacher scores based on student attendance:

The steps are:

1. Multiply each students' assessment score (Xi) by the number of days they were in attendance (Wi)
2. Sum step 1 scores for an all student number (sum of Xi*Wi)
3. Sum all days attended by student group (sum Wi)
4. Divide step 2 by step 3 (Sum of Xi*Wi) /(Sum of Wi)

Student Number	**Days of attendance (Wi)**	**Score (Xi)**	**Calculation (Xi*Wi) (Step 1)**	**Result of Step 1**
1	175	98	98*175	17150
2	100	94	94*100	9400
3	75	72	72*75	5400
4	50	50	50*50	2500
5	150	86	86*150	12900
Sum	550 (Step 3)	400		47350 (Step 2)
Average Score		400/5=80		
Weighted Average		**47350/550 = 86.09 (Step 4)**		

Stockbridge Valley Central School District used this with permission from NYSUT.

Chart 3.3 (A) For Value Added Model Conversion Scoring Methodology for Local Component for Teachers (15 Points)

*** Rounding rules apply to this chart.**

20% local measures – Conversion Charts for Assessments Scored on 0-100 Scale

Based on a 100 Point Scale (Average of Assessment Scores)		Converted to 1-4 Rating
	Ineffective	
0		0
1-14		1.0
15-27		1.1
28-40		1.2
41-53		1.3
54		1.4
	Developing	
55		1.5
56		1.6
57		1.7
58		1.8
59		1.9
60		2
61		2.1
62		2.2
63		2.3
64		2.4
	Effective	
65-66		2.5
67-68		2.6
69-70		2.7
71-72		2.8
73-74		2.9
75-76		3.0
77-78		3.1
79-81		3.2
82-83		3.3
84		3.4
	Highly Effective	
85-87		3.5
88-90		3.6
91-93		3.7
94-96		3.8
97-99		3.9
100		4

Stockbridge Valley used this chart with permission from NYSUT.

Chart 3.3 (B)

For Value Added Model Conversion
Scoring Methodology for Local Component for Teachers
(15 points)

Based on 1-4 Rubric Rating	HEDI Rating	15 point conversion to points
	Ineffective	
0		0
1.0-1.2		1
1.3-1.4		2
	Developing	
1.5-1.6		3
1.7-1.8		4
1.9-2.0		5
2.1-2.2		6
2.3- 2.4		7
	Effective	
2.5		8
2.6		9
2.7-2.8		10
2.9-3.0		11
3.1-3.2		12
3.3-3.4		13
	Highly Effective	
3.5-3.7		14
3.8-4.0		15

Rubric Score to Points

Rounding rules apply to this Chart.

Chart 3.3 C- Use only if Value Added Measure is not approved for Grades 4-8 Math and ELA Teachers for 2012-2013
Scoring Conversion Chart for Local Measures

20% local measures – Conversion Charts 1-4 Rubric to Sub-Component Score

Based on 1-4 Rubric Rating		20 point Conversion
	Ineffective	
0		0
1.0-1.2		1
1.3-1.4		2
	Developing	
1.5- 1.6		3
1.7-1.8		4
1.9		5
2.0		6
2.1-2.2		7
2.3-2.4		8
	Effective	
2.5-2.6		9
2.7		10
2.8		11
2.9		12
3.0		13
3.1		14
3.2		15
3.3		16
3.4		17
	Highly Effective	
3.5-3.6		18
3.7-3.8		19
3.9-4.0		20

Stockbridge Valley used this chart with permission from NYSUT.

Table 3:13 Stockbridge Valley Weighted Scores for Attendance for Local Measures

Weighting Scores for Attendance

NYSUT, in consultation with researchers, have developed the following methodology for adjusting teacher scores based on student attendance:

The steps are:

1. Multiply each students' assessment score (Xi) by the number of days they were in attendance (Wi)
2. Sum step 1 scores for an all student number (sum of Xi*Wi)
3. Sum all days attended by student group (sum Wi)
4. Divide step 2 by step 3 (Sum of Xi*Wi)/(Sum of Wi)

***Note: In no case will a teacher's HEDI score be improved by more than 2 points.**

The following is an example of the attendance adjustment:

Student Number	**Days of attendance (Wi)**	**Score (bXi)**	**Calculation (Xi*Wi) (Step 1)**	**Result of Step 1**
1	175	98	98*175	17150
2	100	94	94*100	9400
3	75	72	72*75	5400
4	50	50	50*50	2500
5	150	86	86*150	12900
Sum	550 (Step 3)	400		47350 (Step 2)
Average Score		400/5=80		
Weighted Average		**47350/550 = 86.09 (Step 4)**		

Stockbridge Valley Central School District used this with permission from NYSUT.

Chart 3.13 (A.)

Stockbridge Valley Scoring Methodology for Locally Selected Measures

Rounding rules will apply to this chart.

20% local measures – Conversion Charts for Assessments Scored on 0-100 Scale

Based on a 100 Point Scale (Average of Assessments)		Converted to 1-4 Rating
	Ineffective	
0		0
1-14		1.0
15-27		1.1
28-40		1.2
41-53		1.3
54		1.4
	Developing	
55		1.5
56		1.6
57		1.7
58		1.8
59		1.9
60		2
61		2.1
62		2.2
63		2.3
64		2.4
	Effective	
65-66		2.5
67-68		2.6
69-70		2.7
71-72		2.8
73-74		2.9
75-76		3.0
77-78		3.1
79-81		3.2
82-83		3.3
84		3.4
	Highly Effective	
85-87		3.5
88-90		3.6
91-93		3.7
94-96		3.8
97-99		3.9
100		4

Stockbridge Valley used this chart with permission from NYSUT.

Chart 3.13 (B.)
Stockbridge Valley Scoring Methodology for Locally Selected Measures

Rounding rules will apply to this chart.

20% local measures – Conversion Charts 1-4 Rubric to Sub-Component Score

Based on 1-4 Rubric Rating		20 point Conversion
	Ineffective	
0		0
1.0-1.2		1
1.3-1.4		2
	Developing	
1.5-1.6		3
1.7-1.8		4
1.9		5
2.0		6
2.1-2.2		7
2.3-2.4		8
	Effective	
2.5-2.6		9
2.7		10
2.8		11
2.9		12
3.0		13
3.1		14
3.2		15
3.3		16
3.4		17
	Highly Effective	
3.5-3.6		18
3.7-3.8		19
3.9-4.0		20

Stockbridge Valley used this chart with permission from NYSUT.

Chart 3.13 Value Added Model Conversion
Scoring Methodology for Local Component for Teachers
(15 points) for Use if a Value added model is approved for 2012-2013

Based on 1-4 Rubric Rating	HEDI Rating	15 point conversion
	Ineffective	
0		0
1.0-1.2		1
1.3-1.4		2
	Developing	
1.5-1.6		3
1.7-1.8		4
1.9-2.0		5
2.1-2.2		6
2.3-2.4		7
	Effective	
2.5		8
2.6		9
2.7-2.8		10
2.9-3.0		11
3.1-3.2		12
3.3-3.4		13
	Highly Effective	
3.5-3.7		14
3.8-4.0		15

Rounding rules will apply to this chart.

Stockbridge Valley used this chart with permission from NYSUT.

Chart 4.5 Stockbridge Valley District: Other Measures of Effectiveness- Teachers
Rubric Score to Sub-Component Conversion Chart
Rounding Rule applies to this Chart.

HEDI RATINGS	Assigned Value	Total Points
Ineffective		
	1.00	0
	1.010	2
	1.025	3
	1.033	4
	1.042	5
	1.050	6
	1.058	7
	1.067	8
	1.075	9
	1.083	10
	1.092	11
	1.100	12
	1.108	13
	1.115	14
	1.123	15
	1.131	16
	1.138	17
	1.146	18
	1.154	19
	1.162	20
	1.169	21
	1.177	22
	1.185	23
	1.192	24
	1.200	25
	1.208	26
	1.217	27
	1.225	28
	1.233	29
	1.242	30
	1.250	31
	1.258	32
	1.267	33
	1.275	34
	1.283	35
	1.292	36
	1.300	37
	1.308	38
	1.317	39

Ineffective	**1.325**	**40**
	1.333	**41**
	1.342	**42**
	1.350	**43**
	1.358	**44**
	1.367	**45**
	1.375	**46**
	1.383	**47**
	1.392	**48**
	1.400	**49**
Developing		
	1.50-1.60	**50**
	1.70	**51**
	1.80	**52**
	1.90	**53**
	2.00	**54**
	2.1-2.2	**55**
	2.3-2.4	**56**
Effective		
	2.5-3.0	**57**
	3.1-3.4	**58**
Highly Effective		
	3.5-3.9	**59**
	4.0	**60**

Attachment 6.2:

Stockbridge Valley District
Teacher Improvement Plan

Teacher: _____ Date: _____

Grade or Subject: _____

Evaluator: _____ NYSUT Representative: _____

List the areas in need of improvement. If there are several, indicate the priority order for addressing them.

Performance Goals: Provide specific, measurable objectives the teacher must meet to achieve an effective rating.

Timeline: Indicate duration of TIP and schedule of periodic review of progress.

Assessment of Improvement: Indicate what measures will be used to assess improvement

Differentiated activities to support improvement

Professional Learning activities to support improvement

Artifacts to demonstrate improvement

Support and assistance to be provided by the District

_____ _____

Evaluator's Signature & Date Teacher's Signature & Date

Attachment 6.2 Stockbridge Valley District Teacher Improvement Plan (TIP)

The teacher improvement plan (TIP) provides teachers who have a rating of Developing or Ineffective an opportunity to improve their effectiveness. When a teacher is rated Developing or Ineffective through an annual professional performance review conducted pursuant to the negotiated APPR Plan, a Teacher Improvement Plan (TIP) will be mutually developed and agreed upon by the administrator, the teacher, and an assigned mentor or instructional coach and a union representative. The TIP should be implemented no later than 10 days after the date in which teachers are required to report prior to the opening of classes for the school year.

Should there be concerns about a teacher's performance following a formal evaluation a TIP will be developed within ten school days of the post conference date. The parties understand and agree that the issuance of a TIP, under the APPR, is not a disciplinary action.

The Association president shall be informed by the evaluator at the time the decision is made that a teacher needs to be placed on a TIP and with the agreement of the teacher, shall be provided a copy of the TIP.

The TIP will define no more than three specific standards based goals that a teacher must make progress toward attaining within a specific period of time and will include

- Identification of areas that need improvement
- Performance goals in clear, objective, and measurable terms
- A timeline for achieving improvement, including periodic reviews
- The manner in which improvement will be assessed
- Differentiated activities to support improvement
- Professional learning activities that the educator must complete
- Artifacts that can serve as benchmarks of improvement
- Additional support and assistance that will be made available to the teacher.

A teacher who believes that the District has failed to meet its obligation to properly implement the terms of a TIP may seek relief through the appeals process.

Attachment 11.2 (2 pages)
Stockbridge Valley Central School
Principal Improvement Plan (PIP)

Date: _____

Principal's Name: _____

School Building: **_____**

Areas of Needed Improvement

-
-
-
-

Activities/Tasks to support improvement in those areas/Identification of other personnel involved

-
-
-
-

How will improvement be measured/assessed? Please include the evidence of improvement.

-
-
-

Stockbridge Valley School District Principal Improvement Plan

Timeline for Achieving Improvement:

PIP start date: _____

Review/monitor Date(s) _____

_____

_____

PIP End Date/Final Review _____

Any changes or modifications to the plan must be in writing and attached to this original document.

_____ _____

Principal **Date**

_____ _____

Superintendent **Date**

Chart 8.1: Stockbridge Valley Locally Selected Measures Conversion Chart

For Principals with Value Added Measures

HEDI Rating	Percentage of Students Who Achieve Target	Point Conversion
Highly Effective	95-100	15
	90-94	14
Effective	86-89	13
	82-85	12
	77-81	11
	73-76	10
	69-72	9
	65-68	8
Developing	59-64	7
	53-58	6
	51-52	5
	49-50	4
	45-48	3
Ineffective		
	22-44	2
	1-21	1
	0	0

Rounding rules will apply to this chart.

Chart 8.1 Use only if Value Added Measure is not approved for Principals for 2012-2013

Scoring Conversion Chart for Local Measures

20% local measures – Conversion Charts 1-4 Rubric to Sub-Component Score

HEDI Rating	% Students Achieving Target	Point Conversion
Highly Effective		
	97-100	20
	93-96	19
	90-92	18
Effective		
	86-89	17
	83-85	16
	80-82	15
	77-79	14
	74-76	13
	70-73	12
	68-69	11
	66-67	10
	65	9
Developing		
	61-64	8
	58-60	7
	55-57	6
	50-54	5
	46-49	4
	45	3
Ineffective		
	22-44	2
	1-21	1
	0	0

Rounding Rules apply to this chart.

Table 9.7 Stockbridge Valley District APPR Conversion Chart:
Principals Other Measures: 60 points-
Rounding Rule Applies to this Chart.

HEDI RATING	Assigned Value	Total Points
Ineffective	1.0	0
	1.01	1
	1.02	2
	1.03	3
	1.04	4
	1.05	5
	1.06	6
	1.07	7
	1.08	8
	1.09	9
	1.10	10
	1.20	11
	1.30	12
	1.40	13
	1.50	14
	1.55	15
	1.60	16
	1.65	17
	1.70	18
	1.75	19
	1.80	20
Developing		
	1.90	21
	1.95	22
	2.00	23
	2.05	24
	2.10	25
	2.15	26
	2.20	27
	2.25	28
	2.30	29
	2.35	30
	2.40	31
	2.50	32
	2.60	33
	2.70	34
Effective		
	2.75	35
	2.80	36
	2.85	37
	2.90	38

Effective	**2.95**	**39**
	3.00	**40**
	3.05	**41**
	3.10	**42**
	3.15	**43**
	3.20	**44**
	3.25	**45**
	3.30	**46**
	3.35	**47**
	3.40	**48**
	3.45	**49**
	3.50	**50**
	3.55	**51**
	3.60	**52**
	3.62	**53**
	3.65	**54**
Highly Effective		
	3.70	**55**
	3.80	**56**
	3.85	**57**
	3.90	**58**
	3.95	**59**
	4.00	**60**

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

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

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

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

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

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

Signatures, dates

Superintendent Signature: Date: December 10 2012

Patrick J Curtin

Teachers Union President Signature: Date: Dec 10, 2012

Mary Murphy

Administrative Union President Signature: Date:

Board of Education President Signature: Date: DEC 10, 2012